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ABSTRACT

Issues of concern to women that were identified by various campus groups are presented and discussed in this volume. Included are reports that were made by female graduate students, undergraduate students, a professional constituency committee, a faculty committee, and a staff constituency committee. Specific topic areas addressed include the hiring and promotion of female faculty, research on women, women's studies, sexism, job placement, housing, campus security, affirmative action, equal job opportunities for female faculty, and salary equalization. Emphasis is placed throughout on a statistical presentation of the status of women. Recommendations for study or action in each of the areas discussed are made. Appendices provide supportive data, analyses of data, and the findings of a 1976-77 survey conducted by the American Association of University Women to determine what progress has been made by women since the advent of affirmative action and equal opportunity laws. (EB)

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# 1977-78 REPORT TO THE PRESIDENT
# BY
# THE COMMISSION ON THE STATUS OF WOMEN

**University of Delaware**

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The Commission has been fortunate to have the assistance of Tony Graziano, Institutional Research, whose office supplied the bulk of the data included in this report. We wish to thank Mr. Graziano and his staff, especially John Marrazzo and Linda Graham, for their time and for their interest in our effort to present an accurate picture of the status of women at the University of Delaware.

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## CHARGE TO THE COMMISSION

The 1977-78 Commission on the Status of Women was given the following charge by President E. A. Trabant:

1. The Commission shall consist of 16 members, the majority of whom shall be women: four faculty members, at least one of whom shall be of senior rank; one administrator from an academic unit; one member from the Division of Continuing Education; two professionals; one person from Student Affairs; two staff; two graduate students; two undergraduate students; and the University Affirmative Action Officer.

2. The Commission will suggest and assist in the implementation of programs which stimulate thinking regarding the basic social changes occurring in our society as newly defined roles for women and men emerge.

3. When requested by the University Affirmative Action Coordinator, the Commission shall cooperate in the analysis of the University's performance with respect to fulfilling equal employment obligations.

4. The Commission shall keep current the Women's Handbook.

5. As requested by the appropriate departmental, college, or University committees, the Commission will present their views on policies and procedures related to the evaluation and advancement of faculty, professional, and staff members.

6. The Commission shall meet monthly. Minutes shall be kept of all meetings. Special meetings may be called by the Chair.

7. The Commission shall annually issue a Report on the Status of Women in the University Community, call attention to the status of women and special concerns that the Commission may have.

## INTRODUCTION

During the four years the CSW has been in existence, four momentous changes have occurred in society which greatly affect the goals and expectations of women on this campus: 1) a much larger proportion of women are single and self supporting; 2) many more women either supplement or provide all of their family income; 3) there is a pronounced trend for women to have fewer or no children; 4) vast numbers of women are seeking ways to develop their potential.

Many changes have evolved at the University in response to the redefinition of the roles of women and men in today's society. In the academic area, the depth, scope and participation by both students and faculty in the Women's Studies Program has measurably increased. Increasingly significant and exciting research concerning women is being conducted at the University and has been nationally and internationally recognized. In the area of service, many men and women within the University Community have developed and implemented programs concerning the changing roles of women and men today. These programs have been designed for the University as well as the outside community.

The University administration has also supported the goals and purposes of the CSW by institutionalizing some of its functions within the Office of Women's Affairs. This new office, headed by the Special Assistant to the Provost and Executive Director of the Commission on the Status of Women will provide focus and coordination to the University's pursuit of equity. President E.A. Trabant and Provost L. Leon Campbell are to be commended for making this important commitment to women on this campus.

The Office of Women's Affairs will provide the Commission with additional needed resources and administrative support. This will provide for the examination of women's issues in greater depth and vital follow through on the problems the CSW identifies and responds to.

## SUMMARY OF ACTIVITIES

The formal activities of the CSW are necessarily centered around our charge from the President. The year's program includes not only the highlights in the following chronolog, but also the non-specific functions which contribute to the development of a supportive environment for women at the University. The CSW has increasingly become an identifiable resource for women and we receive many requests for information regarding financial aid sources for women, statistics to be used in class assignments, and requests for resources and organizations dealing with women's issues from offices within the University and community groups. We have been a source of information and counsel for women having perceived grievances and have responded to several concerns on campus either brought to us by members of the University Community or identified by the CSW itself. Through informal advice we endeavor to encourage other groups on campus who are addressing women's needs. Despite our limited budget, we have provided token financial support to other organizations for programs on women's issues. The CSW feels that this method of working with and through other campus groups increases the potential effectiveness of all groups; it stimulates programming on women's issues, allows groups with limited funds to develop programs, defines a commitment to women within an organization and fosters a sense of cooperation among groups.

The Commission continues to provide encouragement for women on campus by writing congratulatory notes for their personal accomplishments, professional recognition and active participation within their discipline or field of work. The Commission has commended University offices for noteworthy actions, for changes in procedure or policy impacting on women or for developing programs of significant benefit to women.

It is anticipated that with the expanded resources of the new office the Commission will be able to respond more effectively and make greater progress toward the achievement of equity at the University of Delaware.

January, 1977

Initiated regular luncheon meetings of a group of women already working in administration at the University or whose career goals and aspirations are in that area. These meetings provide opportunities for professional and personal growth for about 35 women on campus.

FEBRUARY,1977

Sponsored three showings of "Men's Lives," a film available from IRC which deals with the pressure, competition and loneliness of being male in America.

MAY, 1977

Began work with an ad hoc committee of women representing the University community on proposals to establish a Women's Center at UD and to institutionalize the functions of the Commission.

JUNE, 1977

Developed and printed a brochure "Resources for Women" for distribution during the New Student Program. 10,000 copies of this list of organizations whose main focus is women and of services available to women have since been distributed to offices and dormitories on campus. It has been updated for the 1978 New Student Program.

SEPTEMBER, 1977

Sponsored the first annual UD women's meeting. Approximately 90 women from all segments of the UD community came together to become acquainted and hear speakers representing all areas of interest on campus. The meeting informed women of services available on campus as well as creating a sense of involvement.

With the aid of President Trabant and Allen Barnett of the Institute of Energy Conversion, nominated Maria Telkes for the American Association of University Women Achievement Award.

OCTOBER, 1977

Organized and co-sponsored, with the Office of Residence Life and the Women's Coordinating Council, the second annual fall retreat for UD women at the Ashland Nature Center. The 25-hour workshop provided the 39 women attending with an opportunity for dialogue, personal growth and identification of specific needs of women on the campus. Guest facilitator was Louise Eberhardt, a sociology professor at Villa Julie College in Baltimore.

Published and distributed The Reporter, the CSW newsletter, which featured a "Sexism in Education" quiz. Two other issues of The Reporter were published during the year and 3500 copies of each were distributed throughout campus. Advertised and acted as a source of information for the 1978-79 Danforth Grant Fellowship Program. This foundation is making a special effort to increase the representation of women in college teaching.

NOVEMBER, 1977

Co-sponsored with Christiana Complex, a three program series, "Rape: the All American Crime."

Distributed a survey to women graduate students to ascertain their concerns and needs.

JANUARY, 1978

Undergraduate CSW members worked with offices on campus to resolve issues such as inadequate lighting on campus, sexual harassment, Warner Hall, and the student grievance procedure.

FEBRUARY, 1978

Six members of the CSW served on the selection committee for the new position, Special Assistant to the Provost and Executive Director of the CSW.

MARCH, 1978

Supported the Child Care Task Force by publishing a questionnaire in The Reporter concerning the need for a day care facility on campus.

APRIL, 1978

Funded poster for Emphasis on Women Week and co-sponsored the appearance of Arlene Kaplan Daniels.

Contributed to the expenses for the Women's Fair sponsored by the Women's Coordinating Council.

MAY, 1978

Nominated several women on campus to receive awards from the Outstanding Young Women of America program and the American Association of University Women.

## GRADUATE STUDENTS COMMITTEE

Graduate students find themselves in a unique position, assuming both student and faculty roles--teaching as well as taking courses, research apprentices as well as supervisors. The over-lapping of these roles creates special interests and concerns for individuals who are moving from a student to professional or academic position, graduate student women occupy a particularly difficult position, in part because of the traditional differences in role expectations for women and men. Furthermore, women are more likely to have additional demands on their time such as caring for a family, and have more difficulty remaining solely in the graduate student role.

The delineation of the following issues represents the views of a cross section of women graduate students who either attended meetings held in the spring, 1978 or answered a survey. A great deal of effort was not productive because the Graduate Office could not supply the Commission with a list of individuals currently enrolled as full-time graduate students, and a mailing went out to over 800 women listed as taking at least one graduate course in the past several years, most of whom are no longer enrolled. These areas of concern represent perceived problems with no compilation of data accomplished to date, a task which must be given priority in understanding the situation of female graduate students.

### Sexual Harassment

Issues such as sexual harassment, poor lighting on campus as a contributor to sexual assault, and women's programming are strongly endorsed by graduate students. Graduate student women are most often the victims of sexual harassment, several cases are known to the Commission representatives, but because of the fear of retribution in a time with a poor job market, individuals will not publicize these cases. The nature of faculty-student relationships makes sexual harassment a complex and painful issue with one's academic career on the line. We support the Commission's work in these areas and believe it should remain a high priority.

### Insufficient Faculty Women

Faculty advisors who can facilitate a student's transition to a professional are usually men at this University. Faculty women who could share their experience in coping with a double role, of balancing professional and personal development and responsibilities (as male faculty model these roles for male students) are notably lacking. The small number of women faculty members, especially above the assistant professor level, who serve as teachers, mentors, or advisors to female graduate students is perceived as creating and perpetuating several areas of difficulty.

Role Models. Students considering non-traditional career choices need the support and encouragement of women who can serve as role models. They must have contact with women who can expose them to a variety of career or life style options. They must communicate with women faculty who have attained professional success as well as personal satisfaction and fulfillment.

Research. Research on women is beginning to flourish and is becoming recognized as a serious academic endeavor in most disciplines. Women faculty are typically more interested in and sensitive to these areas of research in their respective fields. Women graduate students cite research on women as an area holding their interest and intellectual curiousity, but here also, report they are generally frustrated by the lack of female advisors to encourage and supervise such endeavors. Most research on women is still treated indifferently at best by even the most sympathetic male advisors who have their own developed areas of research. Courses incorporating this research may also be more available by female instructors sensitized to classroom sexism. The Psychology Department offers an example of the interest in women's research which can be generated by female faculty members. A women's research group has been meeting weekly for three semesters. The membership of this non-credit group has grown from four to twelve graduate students and several research projects have been initiated in the psychology of women, some of which have already been presented at regional and national meetings.

## Admission and Financial Aid

Admission. In most departments, women graduate students feel they are fairly represented in number (although this does not take into account the relative credentials of females to males applying) and do not feel they suffered discrimination in acceptance.

One area which stands out as more problematic involves women who have been out of the occupational and academic market while raising families. As their credentials may not be as current as recent graduates or employed individuals, they appear less competitive, and may be penalized for their double role.

Below is a breakdown of the numbers of men and women graduate students enrolled in the University from 1971 to the present. The figures reflect enrollment as of October of that year.

| YEAR | MEN | WOMEN |
|---|---|---|
| 1971 | 1625 | 905 |
| 1972 | 1480 | 820 |
| 1973 | 1317 | 755 |
| 1974 | 1215 | 716 |

| | | |
|---|---|---|
| 1975 | 1019 | 890 |
| 1976 | 1151 | 748 |
| 1977 | 1037 | 843 |

Financial Aid. Married female graduate students perceive that they are considered the least in need, and many report being approached by faculty who suggest that they need funding less than their male or single female colleagues. They feel they are expected to rely on husbands' incomes--a situation which represents a serious form of sexism.

It is difficult, however, to obtain data on the selection process of the departments regarding financial aid. What is available is data on the number of graduate students who actually receive financial aid in the form of graduate contracts. These contracts include graduate assistantships, fellowships and scholarships. On the following page is a listing of how many men and how many women received financial aid in the form of graduate contracts. These statistics were obtained from the AAO, and reflect the last three years at the University. The breakdown is by department or program, whichever applies.

These figures indicate that in many fields, the traditional male/female ratios still exist. Men far outnumber women, for instance, in Agricultural Economics, Animal Science, Chemical Engineering, Chemistry, Civil Engineering, Economics, Electrical Engineering, Entymology, Mathematics, Mechanical Engineering, Physics, and Marine Studies. These traditionally male-oriented areas are still predominantly male in regard to funding. Whether or not women apply to these areas at the University is not known. The areas of Art History, Education, Home Economics, Languages and Literature, Nursing, Art Conservation, and English, on the other hand, show a very large proportion of women funded--reflecting still another stereotype.

Career Guidance and Prospects

In several departments, female graduate students reported feeling left out of the job network, frequently feeling that the faculty does not view their academic careers as seriously as those of their male colleagues. They stated that they felt their male colleagues were notified more frequently and earlier of prospective jobs. Furthermore, when a woman has a family, faculty often believe she is less mobile and are less likely to notify her of a job in another part of the country.

Job discrimination is extremely pervasive and operates on a subtle level. These concerns, held almost unanimously by the women polled, cannot be easily discounted. They represent the gap felt by women graduate students between themselves and faculty members, who are usually male. Many report disillusionment at witnessing the treatment received by female candidates for faculty positions in their own department and wonder how they can anticipate any different treatment. Others

NUMBER OF GRADUATE CONTRACTS ISSUED TO
MEN AND WOMEN FOR ACADEMIC YEARS 1976-78

| Department | 1975-76 | | | 1976-77 | | | 1977-78 | | |
|---|---|---|---|---|---|---|---|---|---|
| | M | F | T | M | F | T | M | F | T |
| Agricultural Economics | 9 | 1 | 10 | 5 | 2 | 7 | 4 | 2 | 6 |
| Animal Science | 5 | 0 | 5 | 7 | 0 | 7 | 3 | 4 | 7 |
| Art | 0 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 3 |
| Art History | 9 | 13 | 22 | 2 | 14 | 16 | 2 | 5 | 7 |
| Business Administration | 20 | 5 | 25 | 10 | 6 | 16 | 5 | 7 | 12 |
| Chemical Engineering | 83 | 3 | 86 | 82 | 2 | 84 | 42 | 8 | 50 |
| Chemistry | 54 | 20 | 74 | 55 | 14 | 69 | 41 | 10 | 51 |
| Civil Engineering | 26 | 1 | 27 | 48 | 0 | 48 | 24 | 1 | 25 |
| Communications | 1 | 3 | 4 | 3 | 2 | 5 | 5 | 0 | 5 |
| Economics | 6 | 3 | 9 | 10 | 0 | 10 | 9 | 1 | 10 |
| Education | 13 | 35 | 48 | 9 | 19 | 28 | 7 | 26 | 33 |
| Electrical Engineering | 18 | 1 | 19 | 16 | 1 | 17 | 22 | 0 | 22 |
| Energy Conversion | - | - | - | 2 | 0 | 2 | - | - | - |
| Engineering | 15 | 21 | 36 | 17 | 25 | 42 | 11 | 33 | 44 |
| Entomology | 8 | 2 | 10 | 10 | 1 | 11 | 8 | 0 | 8 |
| Geography | - | - | - | 4 | 4 | 8 | 4 | 3 | 7 |
| Geology | 12 | 11 | 23 | 17 | 9 | 26 | 13 | 11 | 24 |
| History | 28 | 9 | 37 | 29 | 10 | 39 | 15 | 13 | 28 |
| Home Economics | 1 | 14 | 15 | 0 | 14 | 14 | - | - | - |
| Instructional Resources | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 0 | 1 |
| Languages and Literature | 4 | 11 | 15 | 1 | 10 | 11 | 2 | 8 | 10 |
| Life and Health Sciences | 24 | 14 | 38 | 26 | 12 | 38 | 18 | 19 | 37 |
| Marine Studies | 82 | 11 | 93 | 68 | 6 | 74 | 35 | 8 | 43 |
| Mathematics | 20 | 5 | 25 | 21 | 6 | 27 | 21 | 2 | 23 |
| Mechanical Engineering | 30 | 6 | 36 | 25 | 3 | 28 | 20 | 1 | 21 |
| Nursing | 1 | 31 | 32 | 1 | 21 | 22 | 1 | 20 | 21 |
| Philosophy | 6 | 11 | 17 | 6 | 1 | 7 | 2 | 3 | 5 |
| Physical Education | 5 | 2 | 7 | 4 | 2 | 6 | - | - | - |
| Physics | 48 | 2 | 50 | 48 | 3 | 51 | 30 | 4 | 34 |
| Plant Science | 19 | 12 | 31 | 19 | 8 | 27 | 6 | 4 | 10 |
| Political Science | 17 | 12 | 29 | 12 | 5 | 17 | 14 | 1 | 15 |
| Psychology | 26 | 11 | 37 | 22 | 17 | 39 | 8 | 13 | 21 |
| Sociology | 10 | 3 | 13 | 9 | 9 | 18 | 8 | 9 | 17 |
| Statistics and Computer Science | 7 | 6 | 13 | 9 | 7 | 16 | 11 | 6 | 17 |
| Urban Affairs | 21 | 10 | 31 | 22 | 10 | 32 | 23 | 10 | 33 |
| (Added in 1978) | | | | | | | | | |
| Art Conservation | - | - | - | - | - | - | 6 | 25 | 31 |
| Winterthur | - | - | - | - | - | - | 1 | 4 | 5 |
| Human Resources | - | - | - | - | - | - | 0 | 11 | 11 |
| TOTALS | 629 | 291 | 920 | 621 | 245 | 866 | 423 | 274 | 697 |
| % of TOTAL | 68 | 32 | 100 | 72 | 28 | 100 | 61 | 39 | 100 |

stated that they often saw outstanding female graduate students passed over for jobs while male colleagues with fewer academic accomplishments and lower standing in graduate school were hired.

In summary, the areas in which women graduate students perceive problems are in the hiring and promotion of women faculty to serve as research advisors, mentors, and role models; a desire for opportunities to do research on women; the need to experience more courses which incorporate women's studies and less sexism in the classroom; equity in admission and financial aid; equal commitment in assisting female students in job procurement.

Recommendations

The Graduate Student Constituency Committee recommends that:

1. An administrative intern familiar with graduate student issues and concerned not only with administrative training but in furthering an atmosphere conducive to graduate training for women be hired to serve under the Executive Director of the Commission. One of her responsibilities would be to develop a graduate student women organization.

2. A full scale survey of the current conditions be made, beginning with the completion of a current list of full-time graduate students.

3. More women faculty members be hired and promoted in order to provide the fundamental and vital conditions for a meaningful learning experience for female graduate students.

4. Sexual harassment remedies be developed and implemented immediately.

5. Programs be initiated to make the academic community more aware of the validity and volume of research on women, especially by publicizing and supporting the worth of Women's Studies and research done by members of the UD faculty.

6. Programs be developed and implemented to encourage greater sensitivity to and awareness of the subtle forms of discrimination affecting graduate women, such as stereotyped thinking regarding women's career options and aspirations.

7. The Commission on the Status of Women continue to develop programs to educate and unify women graduate students by:

a. having representatives from various and diverse colleges serve on the Commission.

b. initiating contacts with women at other colleges and universities.

c. developing a communications and support network through which women can share experiences and find validation for their own concerns or problems.

## UNDERGRADUATE STUDENTS

During the past year, the undergraduate members of the CSW have had contact with or been actively involved in a number of groups on campus. These groups represent a broad range of interests among women students at the University. Through these contacts, several issues have been identified. The groups dealing with these issues provide a mechanism for resolving problems or of involving a greater number of students in programming for women. In most cases, the following groups have established programs but need continued or expanded support to continue to meet the needs of women students.

### Sororities

One area in which students have been attempting to affect change is in obtaining housing for sororities.

There are currently fourteen fraternities on campus located in nine houses (two houses were under construction this year), two apartment buildings, and one on campus office. The six sororities on campus were located in one office and part of one other. This gross inequity appears to be due in part to discrimination against women. The need for women to build close social bonds in a living situation is not recognized to be as important as the need for men to do the same.

A Pan Hellenic subcommittee has worked to fulfill this need. The subcommittee worked with the Office of the Dean of Students and Residence Life professionals in order to obtain a few of the many new houses that Residence Life recently bought. They obtained five houses, housing twenty women, however, the Pan Hellenic Committee had to give up their office.

With regard to sororities we recommend that:

> The Office of the Dean of Students and the Office of Housing and Residence Life maintain their support of the effort to obtain sufficient housing for the one hundred and fifty sorority women at Delaware.

### Women's Emphasis Week

Thirty-five members of the University Community, including faculty, staff and students produced thirty-five educational and cultural programs for the annual display of cooperation, organization and imagination known as Women's Emphasis Week. Women's Emphasis Week VI was the product of months of planning. The first planning meetings for the April event were held in November and throughout Winter Session and Spring Semester. Through the combined support of many professionals in the area of student affairs, Women's Emphasis Week became a unique educational process for those students, faculty and staff who

participated in planning the various programs.

The impact of the week's programs extended beyond the campus. While most of the 3,000 people who attended Women's Emphasis Week events were members of the University community, many of the participants were drawn from outside the University, serving either as resource people or attendees.

Women's Emphasis Week was also brought to the attention of the people of Delaware by TV coverage on two stations of Security's program, "How to Say No to a Rapist and Survive." Local newspaper coverage was positive and The Review provided sensitive coverage of many events. The Office of Housing and Residence Life is to be commended for the proactive approach to women's concerns shown by their support (both professional and financial) of Women's Emphasis Week.

With regard to Women's Emphasis Week we recommend that:

> Other departments, who have been generous with professional support, also participate financially. Women's Emphasis Week has proven an asset to the University. The primary issue at this time is to secure enough funding from a variety of departments to insure the continued production of a quality program.

S.O.S.

S.O.S., the support group for victims of sexual offenses, has maintained a high level of effectiveness, both in responding to victims and in providing information, consciousness-raising and educational opportunities to the University Community.

Under the leadership of the volunteer coordinators, the student volunteers continued to organize several programs on sexual offenses for groups of men and women in residence halls. Volunteers have also given guest lectures in both graduate and undergraduate classes.

Representative of the high professional regard in which S.O.S. is held, is the training S.O.S. conducts for resident physicians of the Wilmington Medical Center. S.O.S. also offers consultation services to other community groups.

Because of the degree of confidentiality necessary in such an organization, direct assessment by an outside group of the services offered to the victim of a sexual offense, is difficult. However, there is careful selection, training and supervision of volunteers to insure competent, sensitive assistance to victims. Potential volunteers must pass a thorough screening process designed to insure that only those who have the sensitivity and basic skills necessary for counseling are accepted into the group. The initial and ongoing training required for all volunteers utilizes professional resources both from within and

outside the University. In addition, volunteers are offered continuous supervision and support through bi-weekly meetings.

S.O.S. continues to provide a necessary and welcome service to all people at the University. We thank the women of S.O.S. who volunteer so much of their time.

Inadequate Lighting

Inadequate lighting is a major problem for all people who use the campus at night, but especially so for women students who live on campus, take night classes, or use the library and other resources at night. Inadequate lighting threatens the security of women. One woman, accosted in the parking lot at the Library this past fall, did not see the offender until he accosted her. Inadequate lighting also limits freedom of movement and resulting educational opportunities. For example, some women will not take night classes or use the Library at night because of the perceived danger.

In response to women's concerns, the Security Department decided to look into this problem. An investigating team recommended that existing facilities be used more effectively, which in many cases means turning on existing lights. They also recommended that new lighting be installed in other areas depending on the inadequacy of present lighting, cost of rectifying the problem, and use of the area.

With regard to inadequate lighting we recommend that:

1. The University administration allocate sufficient funding to rectify this dangerous problem.

2. A time table for installing lighting on a priority basis and a commitment to meeting that schedule should be made.

Sexual Harassment

The problem of sexual harassment is sensitive and complex, but because it continues to be identified as a problem by women, it must be dealt with. The major obstacle to eliminating this unacceptable behavior is the lack of an effective and appropriate grievance procedure. Existing grievance procedures were not written with sexual harassment in mind and are not sensitive to this issue. If a woman student uses existing grievance procedures, she must first confront the person threatening her and then continue through the administrative structure. Persons who decide the sanctions are supervisors or often friends of the offender instead of detached observers. Furthermore, many students are not aware of the grievance procedure and how it may be applied to their special case.

The atmosphere of a university must be one that allows personal freedom, and women must have access to a means of protecting their freedom from infringement through the intimidation of sexual harassment. The development and dissemination of a specific policy and procedure stating that sexual harassment is not acceptable and proposing specific steps to be taken would relieve and protect all individuals involved.

With regard to sexual harassment we recommend that:

1. The University develop a clear policy prohibiting sexual harassment and that this policy be included in handbooks for students, faculty, and all employees.

2. A task force be appointed to develop a grievance procedure for sexual harassment. This task force should include a broad representation of campus groups to insure that all viewpoints are presented and all interests protected. At least one half of the task force members should represent student groups. Specific points to be considered are:

   a. grievances can be brought without intimidation.
   b. disinterested persons be involved in the process.
   c. specific sanctions against the offender be stated.

3. The policy prohibiting sexual harasssment and the grievance procedure be communicated to staff, students and faculty through appropriate publications designed to raise awareness of this issue and its consequences, as well as to give women information on how to deal with the problem.

Child Care Task Force

During the past year this Returning Adult Student Association task force has operated to establish the need for day care facilities on campus, to develop a proposal for such facilities and to identify funding sources for implementation.

With regard to child care we recommend that:

The University provide facilities and maintenance for a self supporting child care center.

## PROFESSIONAL CONSTITUENCY COMMITTEE

This section will present data relevant to professionals at the University of Delaware (Section I). As well, observations will be made with some discussion of the Offices of Affirmative Action and Personnel Administration and the Professional Council (Section II).

### Section I: Data Analysis

Purpose. The purposes of the Professional Constituency Committee in gathering and analyzing these data are: 1) to establish an initial data base for comparison in future studies of the status of professional women at the University of Delaware; and 2) to identify possible areas of under utilization, underpayment, or other measurable forms of discrimination against women.

Two types of data were sought:

1. Individual personal data, such as sex, age, salary, job description, and history of promotion or reclassification.

2. Composite data, such as a University-wide history of general salary adjustments, reorganizations within departments resulting in changes in job classification, and hiring patterns of professional members in each department for the past year (1977-78).

We were able to obtain the individual personal data in a computerized form, albeit with some information missing (job classification and promotion history). The composite data were either unobtainable or in a disorganized and therefore, unusable form. Hence, the data analysis could be performed only on the individual personal data. Suggestions for improvement in the existing data information system will be discussed in the overview and recommendations.

Descriptions of the Data Base. The personal data for each individual were obtained from the existing personnel data base (April, 1978). The attributes included in the study were salary (12 month equivalent), age, sex, Equal Employment Opportunity Commission category, educational level, length of time since highest degree, length of service, and length of time in current job.

Frequencies and Crosstabulations. Frequencies and crosstabulations were first performed to study the data. The following tables show that there were differences between female and male professional members in these attributes.

TABLE 1

DISTRIBUTION OF MALE AND FEMALE PROFESSIONAL MEMBERS AT THE UNIVERSITY OF DELAWARE (APRIL, 1978)

| | Full-time Professional | Part-time Professional | Row Total |
|---|---|---|---|
| Male | 394 (67.8%) | 8 (21.6%) | 402 (65.0%) |
| Female | 187 (32.2%) | 29 (78.4%) | 216 (35.0%) |
| Column Total | 581 | 37 | 618 |

As can be seen in Table 1, more than two-thirds of the full-time professionals are male, while nearly eighty percent of the part-time professionals are female.

TABLE 2

DISTRIBUTION OF MALE AND FEMALE MANAGERIAL AND NON-INSTRUCTIONAL PROFESSIONAL MEMBERS (APRIL, 1978)

| | Executive Managerial administrative | Professional Non-Instructional | Not Included | Row Total |
|---|---|---|---|---|
| Male | 68 (90.7%) | 325 (64.4%) | 1 (100.0%) | 394 (67.8%) |
| Female | 7 (9.3%) | 180 (35.6%) | 0 (0.0%) | 187 (32.2%) |
| Column Total | 75 | 505 | 1 | 581 |

Table 2 shows that although one-third of the full-time professionals are women, this percentage is not reflected in the administration. Less than 10% of executive, managerial, or administrative positions are held by women.

TABLE 3

DISTRIBUTION BY SEX OF EXECUTIVE/ADMINISTRATIVE/ MANAGERIAL PROFESSIONALS AT THE UNIVERSITY OF DELAWARE (1971-78)*

| Year-Month | Male | Female | Total |
|---|---|---|---|
| 1971-February | 82 (92.0%) | 7 (8.0%) | 89 (100.0%) |
| 1974-May | 104 (85.0%) | 18 (15.0%) | 122 (100.0%) |
| 1975-June | 108 (90.0%) | 12 (10.0%) | 120 (100.0%) |
| 1978-April | 68 (91.0%) | 7 (9.0%) | 75 (100.0%) |

Table 3 illustrates the distribution of male and female professionals who held administrative positions at the University during 1971, 1974, 1975, and 1978. It should be noted that the number of managerial professionals has been reduced by 45 members between 1975 and 1978, a 38% decline in the number of administrators. The proportion of women in that group has remained almost constant (9.0% in 1978 versus 10% in 1975). However, there are actually fewer women in absolute numbers holding leadership positions (7 in 1978 versus 12 in 1975).

TABLE 4

DISTRIBUTION BY SEX ON NON-INSTRUCTIONAL PROFESSIONALS AT THE UNIVERSITY OF DELAWARE (1971-78)*

| Year-Month | Male | Female | Total |
|---|---|---|---|
| 1971-February | 190 (74.0%) | 67 (26.0%) | 257 (100.0%) |
| 1974-May | 260 (66.0%) | 132 (34.0%) | 392 (100.0%) |
| 1975-June | 288 (67.0%) | 141 (33.0%) | 429 (100.0%) |
| 1978-April | 325 (64.0%) | 180 (36.0%) | 505 (100.0%) |

Table 4 shows that the number of non-instructional professionals has increased by 76 members (about 17%) since 1975-76. Note that the percentage of women has increased (33% in 1975 to 36% in 1978). This is one of the few incidences wherein women have increased in numbers, although the percentage increase is small.

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*Note: Data for years 1971-72, Feb.; 1974-75, May; and June; were originally reported in the 1976 Commission on the Status of Women Annual Report to the president, page 19. All figures include both 9-10 and 11-12 month contract employees.

TABLE 5

FULL-TIME PROFESSIONALS AT U.OF D. (4/78)

| SALARY (12 month equivalent) | MALE ABSOLUTE FREQ | MALE RELATIVE FREQ (PCT) | MALE ADJUSTED FREQ (PCT) | MALE CUM FREQ (PCT) | FEMALE ABSOLUTE FREQ | FEMALE RELATIVE FREQ (PCT) | FEMALE ADJUSTED FREQ (PCT) | FEMALE CUM FREQ (PCT) | |
|---|---|---|---|---|---|---|---|---|---|
| 1-9600 | 4 | 1.0 | 1.1 | 1.1 | 3 | 1.6 | 2.0 | 2.0 | |
| 9600-10500 | 7 | 1.8 | 2.0 | 3.2 | 4 | 2.1 | 2.7 | 4.7 | |
| 10500-11500 | 7 | 1.8 | 2.0 | 5.2 | 15 | 8.0 | 10.1 | 14.8 | |
| 11600-12500 | 18 | 4.6 | 5.2 | 10.3 | 22 | 11.8 | 14.8 | 29.5 | |
| 12500-13500 | 15 | 3.8 | 4.3 | 14.7 | 20 | 10.7 | 13.4 | 43.0 | |
| 13500-14500 | 31 | 7.9 | 8.9 | 23.6 | 18 | 9.6 | 12.1 | 55.0 | Line 1 |
| 14500-15500 | 35 | 8.9 | 10.1 | 33.6 | 16 | 8.6 | 10.7 | 65.8 | |
| 15500-16500 | 18 | 4.6 | 5.2 | 38.9 | 11 | 5.9 | 7.4 | 73.2 | |
| 16500-17500 | 28 | 7.1 | 8.0 | 46.8 | 8 | 4.3 | 5.4 | 78.5 | |
| 17500-18500 | 13 | 3.3 | 3.7 | 50.6 | 10 | 5.3 | 6.7 | 85.2 | |
| 18500-19500 | 26 | 6.6 | 7.5 | 58.0 | 4 | 2.1 | 2.7 | 87.9 | Line 2 |
| 19500-20500 | 18 | 4.6 | 5.2 | 63.2 | 5 | 2.7 | 3.4 | 91.3 | |
| 20500-21500 | 18 | 4.6 | 5.2 | 68.4 | 4 | 2.1 | 2.7 | 94.0 | |
| 21500-22500 | 11 | 2.8 | 3.2 | 71.6 | 3 | 1.6 | 2.0 | 96.0 | |
| 22500-23500 | 8 | 2.0 | 2.3 | 73.9 | 1 | 0.5 | 0.7 | 96.6 | |
| 23500-24500 | 12 | 3.0 | 3.4 | 77.3 | 0 | 0.0 | 0.0 | 96.6 | Line 3 |
| 24500-25500 | 7 | 1.8 | 2.0 | 79.3 | 0 | 0.0 | 0.0 | 96.6 | |
| 25500-26500 | 7 | 1.8 | 2.0 | 81.3 | 0 | 0.0 | 0.0 | 96.6 | |
| 26500-27500 | 5 | 1.3 | 1.4 | 82.8 | 0 | 0.0 | 0.0 | 96.6 | |
| 27500-28500 | 12 | 3.0 | 3.4 | 86.2 | 0 | 0.0 | 0.0 | 96.6 | |
| 28500-29500 | 4 | 1.0 | 1.1 | 87.4 | 1 | 0.5 | 0.7 | 97.3 | |
| 29500-30500 | 5 | 1.3 | 1.4 | 88.8 | 0 | 0.0 | 0.0 | 97.3 | |
| 30500-31500 | 3 | 0.8 | 0.9 | 89.7 | 0 | 0.0 | 0.0 | 97.3 | |
| 31500-32500 | 5 | 1.3 | 1.4 | 91.1 | 1 | 0.5 | 0.7 | 98.0 | |
| 32600-33500 | 1 | 0.3 | 0.3 | 91.4 | 0 | 0.0 | 0.0 | 98.0 | |
| 33500-34500 | 4 | 1.0 | 1.1 | 92.5 | 0 | 0.0 | 0.0 | 98.0 | |
| 34500-ABOVE | 26 | 6.6 | 7.5 | 100.0 | 3 | 1.6 | 2.0 | 100.0 | |
| | 46 | 11.7 | MISSING | 100.0 | 38 | 20.3 | MISSING | 100.0 | |
| TOTAL | 394 | 100.0 | 100.0 | | 187 | 100.0 | 100.0 | | |

Table 5 represents the 12-month equivalent salary distribution for full-time professionals (including both administrative and non-instructional) at the University of Delaware.

Looking at line 1 in Table 5, it can be seen that only 23.6% of the male professionals earned less than $14,500. In other words, 76.4% of the men professionals earned more than $14,500. However, 55% of the women earned less than $14,500, or only 45% of the females earned more than $14,500.

By looking at lines 2 and 3 in Table 5 one can also obtain the following data. Forty-two percent of the male professionals earn more than $19,500 (line 2) while only 12.1% of the women exceed this salary. From the figures on line 3, one can calculate that 22.7% of the men professionals earn more than $24,500 while only 3.4% of the women earn more than that sum. Without further analysis, the conclusion might be reached that women professionals, as a group, are consistently paid less than their male colleagues and that the higher the salary, the greater the discrepancy. However, any one or several of the individual attributes listed previously (length of service, promotion history, etc.) could legitimately be responsible for the observed differences; therefore, a study of all available attributes by

basic frequency and crosstabulation analyses was undertaken. Based on the findings of the basic frequency and crosstabulation analyses (see Appendix A), it was then decided to use the regression analysis method to access attributes and the salary. Since no consistent history has been kept for each individual's promotion/transfer, length of time in current job was meaningless and therefore could not be included in the regression analyses.

Table 6 represents the 12 month equivalent salary distribution for part-time professionals (including administrative and non-instructional personnel) at the University.

TABLE 6

PART-TIME PROFESSIONALS AT U. OF D. (4/78)

| | MALE | | | | FEMALE | | | |
|---|---|---|---|---|---|---|---|---|
| SALARY (12 month equivalent) | ABSOLUTE FREQ | RELATIVE FREQ (PCT) | ADJUSTED FREQ (PCT) | CUM FREQ (PCT) | ABSOLUTE FREQ | RELATIVE FREQ (PCT) | ADJUSTED FREQ (PCT) | CUM FREQ (PCT) |
| 1-9600 | 0 | 0.0 | 0.0 | 0.0 | 3 | 10.3 | 10.3 | 10.3 |
| 9600-10500 | 0 | 0.0 | 0.0 | 0.0 | 1 | 3.4 | 3.4 | 13.8 |
| 10500-11500 | 1 | 12.5 | 14.3 | 14.3 | 4 | 13.8 | 13.8 | 27.6 |
| 11600-12500 | 1 | 12.5 | 14.3 | 28.6 | 10 | 34.5 | 34.5 | 62.1 |
| 12500-13500 | 1 | 12.5 | 14.3 | 42.9 | 3 | 10.3 | 10.3 | 72.4 |
| 13500-14500 | 0 | 0.0 | 0.0 | 42.9 | 2 | 6.9 | 6.9 | 79.3 |
| 14500-15500 | 0 | 0.0 | 0.0 | 42.9 | 1 | 3.4 | 3.4 | 82.8 |
| 15500-16500 | 0 | 0.0 | 0.0 | 42.9 | 2 | 6.9 | 6.9 | 89.7 |
| 16500-17500 | 0 | 0.0 | 0.0 | 42.9 | 1 | 3.4 | 3.4 | 93.1 |
| 19500-20500 | 1 | 12.5 | 14.3 | 57.1 | 0 | 0.0 | 0.0 | 93.1 |
| 20500-21500 | 0 | 0.0 | 0.0 | 57.1 | 1 | 3.4 | 3.4 | 96.6 |
| 25500-26500 | 1 | 12.5 | 14.3 | 71.4 | 0 | 0.0 | 0.0 | 96.6 |
| 27500-28500 | 0 | 0.0 | 0.0 | 71.4 | 1 | 3.4 | 3.4 | 100.0 |
| 31500-32500 | 1 | 12.5 | 14.3 | 85.7 | 0 | 0.0 | 0.0 | 100.0 |
| 32600-32500 | 1 | 12.5 | 14.3 | 100.0 | 0 | 0.0 | 0.0 | 100.0 |
| | 1 | 12.5 | MISSING | 100.0 | 0 | 0.0 | 0.0 | 100.0 |
| TOTAL | 8 | 100.0 | 100.0 | | 29 | 100.0 | 100.0 | |

The small sample size of the part-time professional group precluded meaningful analysis of the salary differences evident in Table 6. Therefore, no further analyses could be done for part-time professionals, at this time.

Regression Analysis. Regression was used to identify the predictors influencing the salaries of professional members. The potential predictors were age, sex, Equal Employment Opportunity Commission category, educational level, length of time since highest degree and length of service. Three separate regression analyses were performed for 1) full-time professionals, both male and female; 2) male professionals only; 3) female professionals only. The complete results are summarized in Appendix B. From the three analyses, regression equations were obtained and explained by the following:

1. The equation for all full-time professionals:

   Constant ($8322)

   + adjustment for administrators ($10,394)

   + adjustment for Ph.D ($6,316)

   or

   adjustment for Masters ($2,286)

   + adjustment for males ($2,591)

   + age x ($75)

   + years since highest degree x ($134)

   + years of service x ($82)

   ---

   Total Salary

In this case, the predictors account for 67% of the salary variations in the whole population. One can predict the salary of a professional at the University, using equation #1. See Table 7.

TABLE 7

EXAMPLE OF PREDICTED SALARIES FOR FULL-TIME PROFESSIONALS

(A 25-year-old professional, having just earned a bachelor's degree and having been employed at the University for two years.)

| | | Male | Female |
|---|---|---|---|
| Constant | $ 8,322 | $ 8,322 | $ 8,322 |
| + adjustment for administrators | 10,394 | 0 | 0 |
| + adjustment for Ph.D | 6,316 | | |
| or | | | |
| adjustment for Masters | 2,286 | 0 | 0 |
| + adjustment for male | 2,591 | 2,591 | 0 |
| + age x ($75) | | 1,875 | 1,875 |
| + years since highest degree x ($134) | | 0 | 0 |
| + years of service x ($82) | | 164 | 164 |
| Total Salary | | $12,952 | $10,361 |

2. The equation for male full-time professionals:

Constant ($12,048)

+ adjustment for administrator ($9,803)

+ adjustment for Ph.D ($4,075)

or

adjustment for Bachelor's (-$2,630)

+ years since highest degree x ($290)

+ age x ($77)

---

Total salary

In this case, the predictors account for 67% of the salary variation for male professionals. Given the previously mentioned 25 year old male professional, it can be calculated that he would earn:

$$\$ = \$12,048 + 0 + 0 + 0 + (-\$2,630) + \$77 \times 25 = \$11,343$$

It appears from the data that a person with a bachelors degree actually earns less than someone without that degree. (-$2,630). This apparent anamoly might be explained by job classification data, were it available. Verification of this hypothesis however, remains impossible until such information as job classification and promotion data are complete and available for analysis.

3. The equation for female full-time professionals:

Constant ($11,166)

+ adjustment for administrator ($11,922)

+ adjustment for Ph.D ($6,448)

or

adjustment for Master's ($2,588)

+ years of service x ($191)

+ years since highest degree x ($64)

---

Total Salary

In this case, the predictors account for 57% of the salary for the female professionals.

Age does not appear to play an important role, whereas length of service shows some influence in determining salary for the female professional.

According to the equation #3, the salary for the hypothetical female professional used in the first example would be:

$$\$ = \$11,166 + 0 + 0 + \$191 \times 2 + 0 + 0 = \$11,548$$

Comments

Given the data presented in equation 1, it appears that even if male and female professionals have identical qualifications, the male may earn on the average $2,591 more than the female. In the absence of additional information, this suggests that there may be discrimination against female professionals as far as salary is concerned.

The discrepancy in salary using Equation 1 as opposed to Equation 2 or Equation 3 (depending on sex) can be explained in part by the fact that in each case, a large part of the salary variation is not accounted for (33%, 33% and 43%, respectively) and could probably be explained if job classification, promotion history etc. were available. Once again, it must be empnasized that in order to obtain a true picture of the equity of women at the University, the data on job classification must be made available. It is not possible to refine comparisons further until the Office of Employee Relations completes a job classification scheme for professionals which is based on level of responsibility and/or area of work. Further, the information should subsequently be encoded in the machine readable personnel file.

Given the currently available data it also appears that length of service carries little or no weight in influencing salary differences for professionals of either sex. The unavailability of data regarding promotion history makes it impossible to determine the influence of length of service.

## Professional Development

Table 8 shows the educational level attained by men and women professionals before and after employment with the University of Delaware.

**TABLE 8**

**DEGREES EARNED PRE- AND POST-EMPLOYMENT**
**(Full-Time Professionals)**

| Educational level/sex | Highest Degree Pre-Employment | | | Highest Degree Post-Employment | | | Overall Total (Pre/Post) | | |
|---|---|---|---|---|---|---|---|---|---|
| | M | F | Total | M | F | Total | M | F | Total |
| High School and/or some college | 66 | 24 | 90 | 5 | 1 | 6 | 71 | 25 | 96 |
| Assoc. degree | 2 | 3 | 5 | 5 | 12 | 17 | 7 | 15 | 22 |
| B.A., B.S. | 7 | 1 | 8 | 95 | 65 | 160 | 102 | 66 | 168 |
| M.A., M.S. | 28 | 5 | 33 | 99 | 57 | 156 | 127 | 62 | 189 |
| Ph.D. or equiv. | 14 | 3 | 17 | 73 | 15 | 88 | 87 | 18 | 105 |
| Totals | 117 | 36 | 153 | 277 | 150 | 427 | 394 | 186 | 580 |

In Table 8 note that 15 women completed a doctorate prior to employment at the University. (15 represents 8% of the women professionals at the University, 15/186.) Seventy-three men (or 18.5% of the males, 73/394) arrived with doctorates. Thirty-six women earned an additional higher degree after employment. (This represents 6% of all professionals, 36/580). Of the males, 117 earned an additional degree while employed. (This represents 20% of all the professionals, 117/580).

Inspection of Table 16 in Appendix A reveals that the longer all professionals are at the University, the less likely they are to pursue a higher degree.

## Overview and Recommendations

Tables in Appendices A and B include all of the data this committee was able to obtain from various administrative sources. Information essential for a complete study could not be obtained. Although the offices of Affirmative Action and Personnel Administration indicated interest in responding to our requests for information, it was not always possible for them to provide meaningful data because of lack of personnel, incomplete records or data not existing at this time. This is cause for concern because although the University has stated its commitment to equal opportunity and affirmative action there is no way to measure progress in this area without statistics. It is our hope that data will be accumulated and be made more readily available and, to the extent this occurs, the analysis can and should be completed in accordance with our original goals.

With regard to the accumulation, availablity and evaluation of data the Professional Constituency Committee recommends that:

1. Data contained in Appendices A and B be used as a basis for comparison in a continuing study based on all information as it is made available. This data base should be updated periodically and compared with broader data bases (e.g. professionals in government or at other universities), in order to provide a more accurate description of the status of professional women at the University of Delaware.

2. A computer information retrieval system be established for the compilation, review and evaluation of affirmative action related data.

3. Personal data files including job classifications, promotion history, changes in job titles and salary adjustments, be established and updated to facilitate future research on the equity of women.

## Section II. Comments regarding Offices of Affirmative Action and Personnel Administration, as well as the Professional Council

The Professional Constituency Committee has had a great deal of contact and interchange with the Offices of Affirmative Action and Personnel Administration. The Professional Constituency Committee has become increasingly aware of how these units function and how they interact with other campus units. This greater awareness led to the following recommendations. The Professional Constituency Committee believes these suggestions are relevant because of the great impact these offices have on every unit on campus and their significant influence on the status of women at the University.

Affirmative Action. The Professional Constituency Committee recommends that:

1. The Office of Affirmative Action be staffed with two full-time professionals and one full-time secretary to insure meaningful implementation of the University's Affirmative Action Program.

2. The systematic and thorough procedure, outlined in the Equal Employment Opportunity and Affirmative Action Program for the University of Delaware be adhered to for review and evaluation of all candidates for positions at the University prior to final selection and that no candidate be considered without being screened by the Office of Affirmative Action.

3. The Office of Affirmative Action maintain a current and complete list of registries of qualified female and minority job applicants and that these automatically be provided to all units early in their search for candidates.

4. The Affirmative Action Coordinator annually issue a report on the progress of all divisions, departments and units toward fulfilling their affirmative action goals and timetables.

5. Incentives be established and utilized for administrators who have responsibility for implementing affirmative action goals and timetables and that annual evaluation of directors and managers include the extent to which they make progress on goals set for their departments.

Personnel Administration. The Professional Constituency Committee recommends that:

1. All job descriptions and classifications at the University and comparisons of salary ranges within the University with the outside market be completed.

2. An annual report of the positions filled and terminated, frozen and unfrozen be provided.

3. Revision of the Professional Personnel Policy Manual be completed. Further, the manual be designed in such a way that future revisions can be easily inserted into the manual.

4. Personnel Administration be more responsive to Commission requests for information regarding the equity of women at the University.

5. The professional leave policy be reviewed and revised to permit the enrollment in courses to enhance professional knowledge and credentials or the pursuit of a higher degree.

The professional leave policy as it is currently written appears to duplicate the faculty's in design and purpose. (Leave is for the purpose of non-degree related study and research.) Considering how few professionals have completed advanced degrees, it seems logical to encourage professionals to use their leave for advanced training in areas related to their professional work.

Professional Council. A 1975 survey of University professionals conducted by the Professional Representatives Advisory Committee (PRAC) indicated that the role and status of professionals, vis a vis faculty and staff, is unclear; professionals often feel isolated from one another; communication channels for transmitting professionals' concerns and administrative responses to these concerns are faulty; and professionals feel they lack effective input into policies affecting the benefits and conditions of their employment.

In an effort to address these issues, President Trabant established a Professional Council in the spring of 1977 to replace PRAC and the Professional and Administrative Personnel Committee (PAPC). The membership of the Professional Council consists of the Provost, the Vice President for Academic Affairs, the Vice President for Student Affairs and Administration, the Vice President for Development and the Treasurer who all serve as permanent members, and a secretary appointed by the Associate Vice President for Personnel and Employee Relations. Four directors are appointed by the President for one year terms from nominations by the administrative officers and twelve professionals are appointed by the President for one year terms from nominations by the directors. As stated by President Trabant in his memo of May 2, 1977, the goals and purposes of the Professional Council are:

1. To further develop and facilitate two-way communication between professionals and administrative officers;

2. To provide advice on matters of concern to professionals, and

3. To enhance the role of professionals on campus.

While we commend the University administration for seeking to develop communication lines and to enhance the role of professionals, we believe the Professional Council, as it is presently constituted, fails to meet these goals. While the efforts of the Professional Council have been positive, there are some fundamental structural and organizational difficulties with the Professional Council which inhibit achievement of its goals, for instance, the disproportionately large number of administrators on the council.

With regard to the Professional Council the Professional Constituency Committee recommends that:

1. Members be elected by the professional constituency group rather than appointed by the University administration.

2. Either administrators be non-voting members, or that they do not represent any larger proportion in the Professional Council than they do in the University at large (75:580).

3. The chairperson of the Professional Council be a professional elected from a slate developed by a nominating committee.

4. The organizational structure of the Professional Council facilitate both horizontal and vertical communication with representation based upon building, department or "clusters" thereof.

5. The Council's meeting dates, agenda and minutes of previous meetings be published prior to each meeting. A periodic news letter reporting professional activities, including council deliberations, may also enhance communications.

6. Council meetings be open to all interested professionals.

7. A procedure for placing items on the agenda be developed and promulgated.

Professional Constituency Committee

Esther Carman
Sandra Dean
Patricia Farris
Kitty Liebhardt
Evelyn Stevens
Rita Wagstaff

Commissioners
Sarah Tung
Michele Wilson

## FACULTY COMMITTEE REPORT

Much of the information contained in this section covers the same areas as that presented in the 1976 Annual Report of the Commission. This is to identify trends and progress, or lack of progress, in the status of faculty women on this campus. In 1976-77, the American Association of University Women surveyed 600 four-year colleges to determine what progress had been made by women since the advent of affirmative action and equal opportunity laws. Their major findings were: "that after six years of affirmative action, women showed little or no gain in positions of power and influence on campus; that antagonistic attitudes within the university community were the most significant obstacle to equity for women; that legislation and commitment of university administrators to programs for women are effective ways to reduce sex discrimination; and that while there is evidence that many colleges and universities are attempting to comply with Title IX, especially in the area of athletics, they are slower to adopt programs which prevent recurrence of discrimination." The complete findings of this survey appear in Appendix D of this report. (Statistics for the University of Delaware have been inserted.)

There should be no comfort in the fact that the status and progress of women at the University of Delaware is pretty much the same as nationally. Women at Delaware still are clustered in the lower ranks of the faculty and although the numbers of women have increased since 1974, they represent 1% less of the total faculty then they did in 1974. This is an alarming fact, not only for faculty women, but because of what it represents in terms of the kind of education Delaware is able to offer its students. Elsewhere in this report, Graduate Students describe the disadvantage to women graduate students created by insufficient numbers of female role models: women to support, encourage and give validity to their career goals. This lack creates a circle beginning with little support for women graduate students, fewer women graduate students, fewer women with the credentials to become tenured faculty, fewer women faculty to give encouragement to women graduate students. Similarly, this lack of role models affects undergraduate women as well.

### Data Analysis

The data for each faculty member were obtained from the computerized personnel data base in April, 1978. The data on promotions and sabbaticals were obtained from the Provost's Office and APO, respectively. Each person is a full-time faculty member unless otherwise indicated.

Frequencies and crosstabulations of the data indicated some differences between male and female faculty and so regression analysis was used to assist in explaining the variation in salary.

## Distribution of Faculty

The distribution of faculty by rank clearly indicates that women are still a relatively small minority among full-time faculty. Furthermore, even though the number of female faculty has increased since 1974, little progress has been made in increasing the percentage of women in the total faculty.

TABLE 9

DISTRIBUTION OF FACULTY BY SEX

| | MALE | | FEMALE | |
|---|---|---|---|---|
| | # | % of Total Faculty | # | % of Total Faculty |
| 1974-75 | 524 | 76% | 162 | 24% |
| 1975-76 | 759 | 82% | 164 | 18% |
| 1977-78 | 571 | 77% | 169 | 23% |

TABLE 10

DISTRIBUTION OF FACULTY BY RANK AND SEX

| | MALE | | | FEMALE | | |
|---|---|---|---|---|---|---|
| | # | % of Male Faculty | % of Total Faculty | # | % of Female Faculty | % of Total Faculty |
| Professor | 158 | 27% | 21% | 4 | 2% | 0.5% |
| Associate Professor | 206 | 35% | 27% | 35 | 21% | 5% |
| Assistant Professor | 155 | 26% | 20% | 76 | 44% | 10% |
| Instructor | 12 | 2% | 2% | 25 | 15% | 3% |
| Lecturer | 40 | 7% | 5% | 29 | 17% | 4% |
| TOTALS | 571 | | 77% | 169 | | 23% |

Categories not included were those of visiting professors.

The largest percentage of women faculty continues to be in the lower ranks. Nearly one-third of women faculty are at the instructor and lecturer level while less than one-tenth of the male faculty are at that level. The 17% of the women faculty at the lecturer level are not on the promotion track. Were the University to hire more women as lecturers who are granted only one year contracts, it would temporarily affect a higher

percentage of women in the total faculty, but these women would have no potential to improve the number of women at the higher ranks.

## Promotions

A total of 41 faculty members were promoted in 1977-78; 29 men and 12 women.

TABLE 11

PROMOTIONS PROPOSED AND GRANTED BY RANK AND SEX

| | M | % of Male Faculty | F | % of Female Faculty |
|---|---|---|---|---|
| Professor | | | | |
| proposed | 14 | 2.4% | 3 | 1.8% |
| granted | 9 | 1.5% | 0 | 0% |
| Associate Professor | | | | |
| proposed | 19 | 3.3% | 12 | 7.0% |
| granted | 13 | 2.2% | 9 | 5.2% |
| Assistant Professor | | | | |
| proposed | 7 | 1.2% | 3 | 1.8% |
| granted | 7 | 1.2% | 3 | 1.8% |
| Totals | | | | |
| proposed | 40 | 6.8% | 18 | 10.5% |
| granted | 29 | 5.0% | 12 | 7.0% |

Of the total faculty, 6.8% of the men and 10.5% of the women were proposed for promotion. Of the total women proposed, 66.6% were promoted while of the males proposed, 72.5% were promoted. The percentage of the total faculty promoted was 7.6%, 4.9% of the male faculty and 7% of the women faculty were promoted.

While a greater percentage of women faculty members were promoted than men faculty members, women still are being promoted less frequently to the highest rank. Sixty-four percent of the male faculty members proposed for promotion to the rank of full professor were promoted while no woman was promoted to that rank. At the associate level, however, 75% of the women proposed were promoted while 68% of the males proposed were promoted. All promotions to assistant professor were approved.

Computerized data were not available for any individual's history of promotions. Crosstabulations were done on the length of time in current job class and there did not appear to be significant differences between men and women (See Appendix C). The mean number of years was 4.3 for men and 3.9 for women. Further analysis by rank is indicated, especially for the professor (and associate professor) levels since so few women faculty are now full professors and are currently not being promoted to that rank.

Sabbaticals

Statistics on the number of men and women who applied for a sabbatical leave are difficult to obtain because not all requests reach the Provost level, some being denied at the college or division level. The total number of women granted sabbaticals in 1977-78 was 12, more than any of the previous four years shown in Table 12.

TABLE 12

SABBATICALS

| 1973-74 | | 1974-75 | | 1975-76 | | 1976-77 | | 1977-78 | |
|---|---|---|---|---|---|---|---|---|---|
| M | F | M | F | M | F | M | F | M | F |
| 38 | 3 | 40 | 1 | 53 | 7 | 50 | 2 | 46 | 12 |

7.9% of the total male faculty members and 7.0% of the total women faculty members were granted sabbaticals in 1977-78. Numerically it appears equal, but we need to know other factors, such as the length of sabbatical granted.

A new category "Leave of absence without pay" was also introduced. Five (.8%) of the male faculty members were granted leave while 2 (1.2%) of the female members were awarded leave.

Salary

Mean salaries (Table 13) show the differential in salary by sex, however, many factors influence salary other than rank and sex.

TABLE 13

MEAN SALARY (ACADEMIC YEAR) FOR FACULTY BY RANK AND SEX

| | MALE | FEMALE |
|---|---|---|
| Chairperson | $33,468 | $24,542 |
| Professor | 29,381 | 29,131 |
| Associate Professor | 20,777 | 19,931 |
| Assistant Professor | 16,219 | 15,864 |
| Instructor | 14,063 | 13,417 |
| Lecturer | 12,140 | 12,362 |

In order to explain the variation in salary between men and women, regression analysis was used to generate three equations: one for the total faculty, one for men only and one for women only. This is not an exact analysis of the data but a best linear approximation of the variables analyzed. A problem in the interpretation of the regression coefficients is the possibility of nonlinearity. The CSW recognizes that many variables influence a faculty member's salary. It should be noted that the

number of articles and books published, number of dissertations supervised, were not included in this analysis. All salaries were analyzed on the annual rate for a 9 month contract. New hires were not included in the study. The dependent variable was the faculty member's salary. The independent variables were age, sex, rank, length of time since highest degree, length of service, highest degree held.

1. The equation which results for the male faculty was:

   Salary = Constant ($12,247)

   + adjustment for Professors ($11,366)

   or

   adjustment for Associate Professors ($5110)

   + years since highest degree x $336

   + years of service x (-$199)

   + adjustment for doctorates ($1716)

   + adjustment for assistant professors ($1703)

2. The equation for female faculty was:

   Salary = Constant ($9888)

   + adjustment for Professors ($14,773)

   or

   adjustment for Associate Professors ($5650)

   or

   adjustment for Assistant Professors ($2543)

   + age x ($49)

   + adjustment for doctorate ($1426)

   + years of service x ($131)

   + adjustment for instructor ($1128)

3. The equation for the total faculty was:

Salary = Constant ($11,618)

+ adjustment for Professors ($12,353)

or

adjustment for Associate Professors ($532)

+ years since highest degree x ($253)

+ adjustment for doctorate ($1523)

+ years of service X ($-143)

+ adjustment for Assistant Professors ($2035)

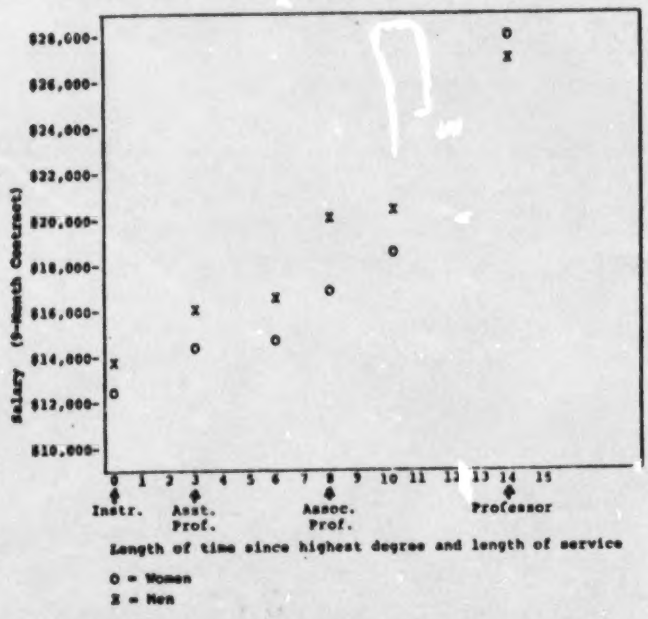
+ adjustment if male ($760)

To illustrate the results of the regression, two cases were plotted (Figure 1) assuming all variables were equal except sex. In addition, the following assumptions were made: 1) that the time since the highest degree is equal to the length of service; 2) that both cases have a doctorate; 3) that the length of service was equal for both sexes at 3, 6, 8, 10 and 14 years.

The regression points out that with all other variables equal women begin at a lower salary. The constant used in the equations was the annual rate for a lecturer. Discipline concentration may be a factor.

FIGURE 1

COMPARATIVE EXAMPLE OF FACULTY SALARIES
FROM REGRESSION EQUATIONS FOR MEN & WOMEN



Rank. The rank of professor and associate professor was the most significant contributor to salary for both men and women faculty. Although salary for women does become equal to men at the professor level, the small number of women at that rank must be kept in mind. Whereas rank of assistant professor added $2,543 to the women's salary; it was not significant for men. The rank of instructor also influenced women's salaries.

A problem in interpreting the effect of academic rank on salary is that it is a composite of many other variables, some of which were included in the regression. Rank is determined by experience, productivity in publishing and research, as well as competence in teaching. Inclusion of additional variables would result in a more specific view of the variation in salary. Regression equations by rank and sex might produce a clearer explanation of salary differences seen in Table 13.

Highest Degree Held. For both men and women the doctoral degree is a significant contributor to salary. However, the differential for men was $289 more than for women. This may be partially explained by the market value of different disciplines. For instance, disciplines composed mainly of men, such as Engineering and Natural Sciences, tend to have a higher market value, as was noted in the 1976 CSW Report.

In some fields dominated by women, such as Nursing and allied health professions, the accepted terminal degree in the past has not extended beyond the master's level. Consequently, the differential for a Ph.D may not be as great for women since these fields have compensated faculty for their knowledge and skills even though they do not hold a doctorate.

It is important to note that while women with a doctorate have increased, they still comprise less than half of the women faculty.

TABLE 14

PERCENTAGE OF FACULTY WITH DOCTORAL DEGREES

| | Men | Women |
|---|---|---|
| 1976-1977 | 82% | 38% |
| 1977-1978 | 85% | 45% |

Length of Time Since Highest Degree. For the total faculty and men this variable explained some of the variation in salary. However, other studies on salary structure have indicated this is not a linear function and that experience contributes less to salary over time. The mean for men is 8.7 years since highest degree, and the mean for women is 7.2 years.

Length of Service. In the regressions for the total faculty and for men, length of service had a negative effect on salary. This is probably due to continual increase in starting salaries without comparable increases for continuing faculty.

In understanding the small but positive effect this variable had for women it must be kept in mind that, while the mean for men is 7.2 years of service, the mean for women is 5.5 years. Also significant is that the longest period of service for women faculty is between 16-20 years, and only 1.8% of the women faculty fall in that group, while 15.6% of the men faculty have 16 years or more of service.

Sex. In the regression equation for the total faculty, sex was found to contribute $760 to the man's salary.

Age. Age was noted to be a minor contributor to women's salary, but was not significant for men or the total faculty.

Chairperson. Because of the small number of women chairpersons (2/40), it is impossible to make any meaningful comparisons. Again, it needs to be recognized that there are many components to salary and that salary differences between men and women are not necessarily the result of sex discrimination. Currently, the differential between mean salaries for male and female chairs in $8,926. This needs to be monitored and analyzed as more women assume the position of chairperson. Moreover, opportunities for women to assume these positions need to be available.

## Part-Time Faculty

Part-time faculty have generally been ignored since they comprise only a small fraction of the faculty. Because they do not serve on committees or belong to the bargaining unit, they have not had a forum for their views. Current data show that, unlike the composition of the full-time faculty, the majority of the part-timers are women. Part-time faculty are usually responsible for teaching one or more courses and are generally not responsible for other faculty activities such advisement of students, community services, scholarly writings and research. Because of these differing responsibilities, salary data for part-timers cannot be compared with full-time faculty. A regression equation for part-timers was generated and the doctoral degree was found to be the most influential factor on salary. It is important to note that, while 17% of the part-timers hold doctorates, only 5% of the part-time faculty are women with doctorates.

Sex was a significant variable by contributing an additional $2,350 to the man's salary. Since most men employed on a part-time basis hold or have held full-time positions in business or industry, their market value is increased. Women employed part-time may see part-time employment as a chance to maintain or re-enter the academic environment while they are involved with

child rearing or family activities and salary may not be a major concern.

Benefits. Eligibility for fringe benefits differs with the specific employment classification of a part-time faculty member. Those with at least half-time, "permanent part-time," appointments are enrolled in the state pension plan. (This may or may not be desirable, since it does preclude setting up any tax sheltered annuity.) They are eligible for pro-rated University contributions toward medical insurance and for pro-rated course fee waiver credit. No life insurance is offered. Permanent part-time faculty with less than 1/2 FTE appointments and all temporary part-time faculty are ineligible for University benefits.

This policy may be compared with a recent survey of compensations for part-time faculty (Turckman, H.P. and W.D. Vogler. "The "part" in part-time wages." AAUP BULLETIN. 1978. 64:70-77.), which included the following information on eligibility for fringe benefits:

| Benefit | Full-time | ≥1/2 FTE | <1/2 FTE |
|---|---|---|---|
| Retirement Plan | 95.6% | 34.8% | 12.5% |
| Medical Insurance | 96.8% | 31.9% | 6.3% |
| Life Insurance | 84.1% | 23.2% | 4.8% |

## Recommendations

The findings in this report were reviewed in light of the recommendations of the 1976 CSW Report. In that Report the following areas were recommended for study or action:

1. Percentage of new faculty hires who are women: Unfortunately, data were not obtained on new hires for this year. It was noted in the 1976 Report that women faculty compose less than 25% of the total faculty. In order to increase the percentage of women faculty there must be a strong affirmative action commitment to women. We again recommend that the CSW and the Affirmative Action Office jointly study new hires and that attention be given to retention of faculty women as well.

2. Workload Contracts: The University Report, (4), 1977, presented a detailed analysis of the faculty's workload by department. However, each department was not divided by sex, as recommended in the 1976 CSW Annual Report. The Commission continues to recommend analysis by sex, along with the distribution by sex of faculty in each department.

3. Sabbaticals: As was noted, the overall number of female faculty receiving sabbaticals in this year has increased significantly. However, more information is needed (such as length of sabbatical and number who apply) to ascertain that the awarding of sabbaticals is truly equitable.

4. Data Analyst: With the creation of the Office of the Special Assistant to the Provost and Executive Director of the Commission on the Status of Women, it is hoped that the expanded resources will provide the opportunity to accumulate more significant data and that more detailed analysis will be undertaken by a person in that office.

5. Salary Equalization: Because of the complexity of salaries, it is difficult to determine exactly to what extent women are affected by sex discrimination in this area. There does appear to be some differential for sex, as was shown in the regression equation. In order to judge more accurately the equity of salaries, we recommend a more detailed computerized analysis be completed including information related to publishing and research. Discipline concentration may also be a factor.

6. Effective Checks for Promotion and Retention: With the establishment of the Office of the Special Assistant and Executive Director of the CSW, the administration has demonstrated an interest in and commitment to the concerns of women. This office cannot work in isolation and must be supported by the Affirmative Action Office if the goal of guaranteeing equitable retention and promotion of women is to be achieved. It is recommended that the Affirmative Action Office issue an annual report on faculty positions available and filled, recruitment, terminated or frozen positions, and promotion.

## STAFF CONSTITUENCY COMMITTEE

The Staff Constituency Committee, in identifying specific concerns of women staff members on campus, found:

1. A low level of awareness on the part of all segments of the University community, including staff itself, of the double standard reflected in the status of women on campus.

2. For staff members this lack of awareness was most obvious and had the greatest impact in the area of personnel and employee relations.

### Awareness

It is the perception of the staff that supervisors are primarily responsible for perpetuating a system of attitudes which does not recognize the professionalism, abilities, and contributions of the staff. They frequently do not seek input from staff in developing policies and procedures; they tend to disregard valid suggestions made by staff members and make little effort to keep staff fully informed. Many apply a double standard in interviewing job candidates; although a male applicant is not questioned about his spouse's occupation, number of children, child care arrangements, these are standard questions for the female applicant. Such request for irrelevant information place the female applicant in an untenable position--if she asserts her right to privacy, she also diminishes her chances of employment. They fail to recognize and accept the redefinition of women's roles and expectations in today's society. Although it is very difficult to document supervisors often seek and are influenced by personal information irrelevant to the job. It is not part of the University policy to have work decisions based on life styles or marital status of salaried staff. However, if salaried staff resist answering or file a grievance they fear recrimination, and are often powerless to prevent it, having only the option of changing jobs.

While supervisors give serious consideration to performance evaluations for faculty and professionals, many tend to minimize the importance of staff evaluations. One chairperson, for example, stated that these evaluations are meaningless and the numbers relative. However, the staff member depends on a good evaluation as a basis for merit pay increases and promotion.

Women must not be involved in perpetuating a system which tends to discourage other women from pursuing personal and professional development. Women who hold positions of responsibility and influence within the University must, especially, demonstrate leadership in supporting and encouraging other women. The recognition of the ultimate potential of each individual is at the core of the feminist movement and this concept must be applied equally regardless of job classification.

All University employees are here for one common purpose—to provide education to those who seek it. Attitudes which discourage the spirit of teamwork and communication impede the efficient, successful operation of the many and varied functions of the University. Titles separating one group of employees from another can create barriers and encourage attitudes which are negative and unproductive. Staff make a vital contribution to the educational process and this contribution must be recognized.

The Staff Constituency Committee recommends that:

1. The University Administration provide leadership in developing a more positive view of the staff and in recognizing their contributions.

2. Campus-wide workshops be conducted for supervisors and staff to identify and discuss problems. Supervisors from one area should meet with staff from unrelated areas to encourage open communication.

3. Workshops, seminars, and courses be developed and conducted for professional development to give staff the opportunity to upgrade their skills and prepare for upward mobility.

4. Personnel provide support for a University of Delaware Chapter of the National Secretaries Association and other professional organizations, whose goals include professional development and certification of qualified staff.

Personnel and Employee Relations

Salaried staff need to be able to express their specific concerns and to receive a response to those concerns. Various committees and advisory councils have been established since 1975 to work with the administration in opening and maintaining lines of communication and to provide dialogue between staff, faculty and professionals. Since the 1976 CSW Annual Report, the University has made progress in giving staff more equitable benefits and in raising salaries. However, the other concerns listed at that time still exist. Our recommendations, therefore, deal with their implementation.

With regard to Personnel Administration, the Staff Constituency Committee recommends that:

1. A centralized personnel system staffed by trained specialists be established to provide standardization to recruitment, hiring, promotion, classification, and salaries for all staff.

2. Benefits be provided equally and uniformly to all University employees.

Staff Constituency Committee Members

Dorothy K. Tyrawski, Chair
Alison Chandler
Carolyn A. Clark
Ruth A. Griffith
Myra Ingham
Barbara K. Martin
Barbara J. Sharkey
Joan N. Sheets
Jean P. Skibinski
Carolyn Y. Stone
Catherine D. C. Zinszer

Commissioners

D. Patricia Erisman
Patricia G. Grim

## CONCLUSION

Because of the amount of computerized data available to us, this annual report has placed a great deal of emphasis on a statistical presentation of the status of women. While this validation is important, it does not present a complete picture of the dynamics and results of discrimination. Every Commission has come to the conclusion that it is not only the gross inequities that keep women from assuming equal positions in society, but also the small "micro-inequities" that bar the way to equal opportunity. Mary P. Rowe, Special Assistant for Women and Work to the President and Chancellor of the Massachusetts Institute of Technology, in her paper, The Saturn Rings Phenomenon: Micro-inequities and Unequal Opportunity, describes "the minutiae of racism and sexism in the American economy and schools... not usually actionable; most are such petty incidents that they may not even be identified, much less protested. They are however important, like the dust and ice in Saturn's rings, because, taken together, they constitute formidable barriers." Dr. Rowe maintains that "micro-inequities are of a fiendish efficiency in maintaining unequal opportunity, because they are the air we breathe, the books we read, and because we cannot change the personal characteristic which leads to the inequity."

To work to eliminate this subtle discrimination is the true task ahead of those dedicated to providing equal opportunity. The statistics of discrimination can be misleading without considering the many contributing factors. Similarly, solutions which address only end products, numbers of women in certain positions, cannot alone bring about true equity. We must address and challenge the societal roots of our attitudes and perceptions.

The statistics presented in this paper show a discouraging lack of progress for women since the Commission was first established. What does not show, however, is the change in attitudes, the willingness to consider and encourage change, the greater tolerance and acceptance of changing roles and expectations and the greater awareness of the need for equal opportunity for all. Many of these changes are the result of the efforts of the Commission to develop awareness and sensitivity among the members of the University family. Having first established a sound base of tolerance and acceptance it will be possible to move forward to achieve the equity necessary for all persons at the University.

## APPENDIX A

### FREQUENCY AND CROSSTABULATION FOR PROFESSIONALS AT UNIVERSITY OF DELAWARE

Data base: Official Personnel Data U. of D. April 78 (4/10/78)
Note: Missing data listed in the Analyses are either the information which are not existing or not applicable

### TABLE 1

DISTRIBUTION OF FULL-TIME MANAGERIAL AND NON-INSTRUCTIONAL PROFESSIONALS

| COUNT / ROW % / COL % / TOT % | EXECUTIVE/ ADMINISTRATIVE | PROFESSIONALS | NOT INCLUDED | ROW TOTAL |
|---|---|---|---|---|
| MALE | 68 | 325 | 1 | 394 |
| | 17.3 | 82.5 | 0.3 | 67.8 |
| | 90.7 | 64.4 | 100.0 | |
| | 11.7 | 55.9 | 0.2 | |
| FEMALE | 7 | 180 | .0 | 187 |
| | 3.7 | 96.3 | 0.0 | 32.2 |
| | 9.3 | 35.6 | 0.0 | |
| | 1.2 | 31.0 | 0.0 | |
| COLUMN TOTAL | 75 | 505 | .1 | 581 |
| | 12.9 | 86.9 | 0.2 | 100.0 |

TABLE 2

FREQUENCY DISTRIBUTION OF AGES
(FULL-TIME PROFESSIONALS)

| AGE (years) | MALE ABSOLUTE FREQ | MALE RELATIVE FREQ (PCT) | MALE ADJUSTED FREQ (PCT) | MALE CUM FREQ (PCT) | FEMALE ABSOLUTE FREQ | FEMALE RELATIVE FREQ (PCT) | FEMALE ADJUSTED FREQ (PCT) | FEMALE CUM FREQ (PCT) |
|---|---|---|---|---|---|---|---|---|
| 21-25 yrs. | 23 | 5.8 | 5.8 | 5.8 | 12 | 6.4 | 6.4 | 6.4 |
| 25-30 | 56 | 14.2 | 14.2 | 20.1 | 42 | 22.5 | 22.5 | 28.9 |
| 30-35 | 91 | 23.1 | 23.1 | 43.1 | 39 | 20.9 | 20.9 | 49.7 |
| 35-40 | 58 | 14.7 | 14.7 | 57.9 | 24 | 12.8 | 12.8 | 62.6 |
| 40-45 | 54 | 13.7 | 13.7 | 71.6 | 12 | 6.4 | 6.4 | 69.0 |
| 45-50 | 39 | 9.9 | 9.9 | 81.5 | 19 | 10.2 | 10.2 | 79.1 |
| 50-55 | 38 | 9.6 | 9.6 | 91.1 | 21 | 11.2 | 11.2 | 90.4 |
| 55-60 | 27 | 6.9 | 6.9 | 98.0 | 11 | 5.9 | 5.9 | 96.3 |
| 60-66 | 8 | 2.0 | 2.0 | 100.0 | 6 | 3.2 | 3.2 | 99.5 |
| 66 + yrs. | 0 | 0.0 | 0.0 | 100.0 | 1 | 0.5 | 0.5 | 100.0 |
| TOTAL | 394 | 100.0 | 100.0 | | 187 | 100.0 | 100.0 | |

TABLE 3

FREQUENCY DISTRIBUTION OF LENGTH OF TIME IN CURRENT JOB CLASS
(FULL-TIME PROFESSIONASL)

| Length of Time in Current Job Class (years) | MALE ABSOLUTE FREQ | MALE RELATIVE FREQ (PCT) | MALE ADJUSTED FREQ (PCT) | MALE CUM FREQ (PCT) | FEMALE ABSOLUTE FREQ | FEMALE RELATIVE FREQ (PCT) | FEMALE ADJUSTED FREQ (PCT) | FEMALE CUM FREQ (PCT) |
|---|---|---|---|---|---|---|---|---|
| 1 | 95 | 24.1 | 27.1 | 27.1 | 56 | 29.9 | 35.0 | 35.0 |
| 2 | 51 | 12.9 | 14.5 | 41.6 | 32 | 17.1 | 20.0 | 55.0 |
| 3 | 57 | 14.5 | 16.2 | 57.8 | 22 | 11.8 | 13.8 | 68.8 |
| 4 | 45 | 11.4 | 12.8 | 70.7 | 12 | 6.4 | 7.5 | 76.3 |
| 5 | 27 | 6.9 | 7.7 | 78.3 | 10 | 5.3 | 6.3 | 82.5 |
| 6 | 16 | 4.1 | 4.6 | 82.9 | 12 | 6.4 | 7.5 | 90.0 |
| 7 | 10 | 2.5 | 2.8 | 85.8 | 3 | 1.6 | 1.9 | 91.9 |
| 8 | 17 | 4.3 | 4.8 | 90.6 | 3 | 1.6 | 1.9 | 93.8 |
| 9 | 8 | 2.0 | 2.3 | 92.9 | 2 | 1.1 | 1.3 | 95.0 |
| 10 | 6 | 1.5 | 1.7 | 94.6 | 1 | 0.5 | 0.6 | 95.6 |
| 11-15 | 10 | 2.5 | 2.8 | 97.4 | 6 | 3.2 | 3.7 | 99.4 |
| 16-20 | 7 | 1.8 | 2.0 | 99.4 | 0 | 0.0 | 0.0 | 99.4 |
| 21-25 | 0 | 0.0 | 0.0 | 99.4 | 1 | 0.5 | 0.6 | 100.0 |
| 26-30 | 1 | 0.3 | 0.3 | 99.7 | 0 | 0.0 | 0.0 | 100.0 |
| 36 + | 1 | 0.3 | 0.3 | 100.0 | 0 | 0.0 | 0.0 | 100.0 |
| | 43 | 10.9 | MISSING | 100.0 | 27 | 14.4 | MISSING | 100.0 |
| TOTAL | 394 | 100.0 | 100.0 | | 187 | 100.0 | 100.0 | |

TABLE 4

FREQUENCY DISTRIBUTION OF LENGTH OF SERVICE AT UNIVERSITY
(FULL-TIME PROFESSIONALS)

| Length of Service (years) | MALE ABSOLUTE FREQ | MALE RELATIVE FREQ (PCT) | MALE ADJUSTED FREQ (PCT) | MALE CUM FREQ (PCT) | FEMALE ABSOLUTE FREQ | FEMALE RELATIVE FREQ (PCT) | FEMALE ADJUSTED FREQ (PCT) | FEMALE CUM FREQ (PCT) |
|---|---|---|---|---|---|---|---|---|
| 1 | 51 | 12.9 | 13.5 | 13.5 | 30 | 16.0 | 16.9 | 16.9 |
| 2 | 31 | 7.9 | 8.2 | 21.6 | 28 | 15.0 | 15.7 | 32.6 |
| 3 | 30 | 7.6 | 7.9 | 29.6 | 20 | 10.7 | 11.2 | 43.8 |
| 4 | 40 | 10.2 | 10.6 | 40.1 | 14 | 7.5 | 7.9 | 51.7 |
| 5 | 22 | 5.6 | 5.8 | 45.9 | 18 | 9.6 | 10.1 | 61.8 |
| 6 | 24 | 6.1 | 6.3 | 52.2 | 16 | 8.6 | 9.0 | 70.8 |
| 7 | 19 | 4.8 | 5.0 | 57.3 | 6 | 3.2 | 3.4 | 74.2 |
| 8 | 30 | 7.6 | 7.9 | 65.2 | 8 | 4.3 | 4.5 | 78.7 |
| 9 | 27 | 6.9 | 7.1 | 72.3 | 10 | 5.3 | 5.6 | 84.3 |
| 10 | 19 | 4.8 | 5.0 | 77.3 | 6 | 3.2 | 3.4 | 87.6 |
| 11-15 | 46 | 11.7 | 12.1 | 89.4 | 11 | 5.9 | 6.2 | 93.8 |
| 16-20 | 21 | 5.3 | 5.5 | 95.0 | 3 | 1.6 | 1.7 | 95.5 |
| 21-25 | 11 | 2.8 | 2.9 | 97.9 | 3 | 1.6 | 1.7 | 97.2 |
| 26-30 | 4 | 1.0 | 1.1 | 98.9 | 4 | 2.1 | 2.2 | 99.4 |
| 31-35 | 3 | 0.8 | 0.8 | 99.7 | 1 | 0.5 | 0.6 | 100.0 |
| 36 + | 1 | 0.3 | 0.3 | 100.0 | 0 | 0.0 | 0.0 | 100.0 |
| | 15 | 3.8 | MISSING | 100.0 | 9 | 4.8 | MISSING | 100.0 |
| TOTAL | 394 | 100.0 | 100.0 | | 187 | 100.0 | 100.0 | |

TABLE 5

FREQUENCY DISTRIBUTION OF EDUCATIONAL LEVELS
(FULL-TIME PROFESSIONALS)

| EDUCATIONAL LEVEL | MALE ABSOLUTE FREQ | MALE RELATIVE FREQ (PCT) | MALE ADJUSTED FREQ (PCT) | MALE CUM FREQ (PCT) | FEMALE ABSOLUTE FREQ | FEMALE RELATIVE FREQ (PCT) | FEMALE ADJUSTED FREQ (PCT) | FEMALE CUM FREQ (PCT) |
|---|---|---|---|---|---|---|---|---|
| Some High School or less | 7 | 1.8 | 1.8 | 1.8 | 2 | 1.1 | 1.1 | 1.1 |
| Some College or some Business School | 43 | 10.9 | 10.9 | 12.7 | 16 | 8.6 | 8.6 | 9.6 |
| H.S. or Trade School or Business School | 21 | 5.3 | 5.3 | 18.0 | 7 | 3.7 | 3.7 | 13.4 |
| Associate Degree | 7 | 1.8 | 1.8 | 19.8 | 15 | 8.0 | 8.0 | 21.4 |
| BA-BS | 102 | 25.9 | 25.9 | 45.7 | 66 | 35.3 | 35.3 | 56.7 |
| MA-MS | 127 | 32.2 | 32.2 | 77.9 | 63 | 33.7 | 33.7 | 90.4 |
| Ph.D or Equivalent | 87 | 22.1 | 22.1 | 100.0 | 18 | 9.6 | 9.6 | 100.0 |
| TOTAL | 394 | 100.0 | 100.0 | | 187 | 100.0 | 100.0 | |

TABLE 6

FREQUENCY DISTRIBUTION OF LENGTH OF TIME SINCE HIGHEST DEGREE
(FULL-TIME PROFESSIONALS)

| Length of Time Since Highest Degree (years) | MALE ABSOLUTE FREQ | MALE RELATIVE FREQ (PCT) | MALE ADJUSTED FREQ (PCT) | MALE CUM FREQ (PCT) | FEMALE ABSOLUTE FREQ | FEMALE RELATIVE FREQ (PCT) | FEMALE ADJUSTED FREQ (PCT) | FEMALE CUM FREQ (PCT) |
|---|---|---|---|---|---|---|---|---|
| 1 | 14 | 3.6 | 4.3 | 4.3 | 10 | 5.3 | 6.2 | 6.2 |
| 2 | 15 | 3.8 | 4.7 | 9.0 | 14 | 7.5 | 8.7 | 14.9 |
| 3. | 20 | 5.1 | 6.2 | 15.2 | 12 | 6.4 | 7.5 | 22.4 |
| 4 | 23 | 5.8 | 7.1 | 22.4 | 11 | 5.9 | 6.8 | 29.2 |
| 5 | 20 | 5.1 | 6.2 | 28.6 | 14 | 7.5 | 8.7 | 37.9 |
| 6 | 23 | 5.8 | 7.1 | 35.7 | 11 | 5.9 | 6.8 | 44.7 |
| 7 | 16 | 4.1 | 5.0 | 40.7 | 7 | 3.7 | 4.3 | 49.1 |
| 8 | 30 | 7.6 | 9.3 | 50.0 | 11 | 5.9 | 6.8 | 55.9 |
| 9 | 17 | 4.3 | 5.3 | 55.3 | 8 | 4.3 | 5.0 | 60.9 |
| 10 | 15 | 3.8 | 4.7 | 59.9 | 6 | 3.2 | 3.7 | 64.6 |
| 11-15 | 53 | 13.5 | 16.5 | 76.4 | 18 | 9.6 | 11.2 | 75.8 |
| 16-20 | 28 | 7.1 | 8.7 | 85.1 | 11 | 5.9 | 6.8 | 82.6 |
| 21-25 | 16 | 4.1 | 5.0 | 90.1 | 8 | 4.3 | 5.0 | 87.6 |
| 26-30 | 21 | 5.3 | 6.5 | 96.6 | 5 | 2.7 | 3.1 | 90.7 |
| 31-35 | 9 | 2.3 | 2.8 | 99.4 | 8 | 4.3 | 5.0 | 95.7 |
| 36 + | 2 | 0.5 | 0.6 | 100.0 | 7 | 3.7 | 4.3 | 100.0 |
| | 72 | 18.3 | MISSING | 100.0 | 26 | 13.9 | MISSING | 100.0 |
| TOTAL | 394 | 100.0 | 100.0 | | 187 | 100.0 | 100.0 | |

TABLE 7

FREQUENCY DISTRIBUTION OF AGES
(PART-TIME PROFESSIONALS)

| AGE (years) | MALE ABSOLUTE FREQ | MALE RELATIVE FREQ (PCT) | MALE ADJUSTED FREQ (PCT) | MALE CUM FREQ (PCT) | FEMALE ABSOLUTE FREQ | FEMALE RELATIVE FREQ (PCT) | FEMALE ADJUSTED FREQ (PCT) | FEMALE CUM FREQ (PCT) |
|---|---|---|---|---|---|---|---|---|
| 21-25 yrs. | 2 | 25.0 | 25.0 | 25.0 | 2 | 6.9 | 6.9 | 6.9 |
| 25-30 | 1 | 12.5 | 12.5 | 37.5 | 2 | 6.9 | 6.9 | 13.8 |
| 30-35 | 2 | 25.0 | 25.0 | 62.5 | 8 | 27.6 | 27.6 | 41.4 |
| 35-40 | 0 | 0.0 | 0.0 | 62.5 | 8 | 27.6 | 27.6 | 69.0 |
| 40-45 | 1 | 12.5 | 12.5 | 75.0 | 1 | 3.4 | 3.4 | 72.4 |
| 45-50 | 0 | 0.0 | 0.0 | 75.0 | 3 | 10.3 | 10.3 | 82.8 |
| 50-55 | 0 | 0.0 | 0.0 | 75.0 | 2 | 6.9 | 6.9 | 89.7 |
| 55-60 | 0 | 0.0 | 0.0 | 75.0 | 2 | 6.9 | 6.9 | 96.6 |
| 60-66 | 0 | 0.0 | 0.0 | 75.0 | 1 | 3.4 | 3.4 | 100.0 |
| 66 + yrs. | 2 | 25.0 | 25.0 | 100.0 | 0 | 0.0 | 0.0 | 100.0 |
| TOTAL | 8 | 100.0 | 100.0 | | 29 | 100.0 | 100.0 | |

TABLE 8

FREQUENCY DISTRIBUTION OF LENGTH OF TIME IN CURRENT JOB CLASS

(PART-TIME PROFESSIONALS)

| Length of Time in Current Job Class (years) | MALE ABSOLUTE FREQ | MALE RELATIVE FREQ (PCT) | MALE ADJUSTED FREQ (PCT) | MALE CUM FREQ (PCT) | FEMALE ABSOLUTE FREQ | FEMALE RELATIVE FREQ (PCT) | FEMALE ADJUSTED FREQ (PCT) | FEMALE CUM FREQ (PCT) |
|---|---|---|---|---|---|---|---|---|
| 1 | 7 | 87.5 | 87.5 | 87.5 | 4 | 13.8 | 16.7 | 16.7 |
| 2 | 1 | 12.5 | 12.5 | 100.0 | 10 | 34.5 | 41.7 | 58.3 |
| 3 | 0 | 0.0 | 0.0 | 100.0 | 3 | 10.3 | 12.5 | 70.8 |
| 4 | 0 | 0.0 | 0.0 | 100.0 | 1 | 3.4 | 4.2 | 75.0 |
| 5 | 0 | 0.0 | 0.0 | 100.0 | 2 | 6.9 | 8.3 | 83.3 |
| 6 | 0 | 0.0 | 0.0 | 100.0 | 2 | 6.9 | 8.3 | 91.7 |
| 9 | 0 | 0.0 | 0.0 | 100.0 | 1 | 3.4 | 4.2 | 95.8 |
| 10 | 0 | 0.0 | 0.0 | 100.0 | 1 | 3.4 | 4.2 | 100.0 |
| | 0 | 0.0 | 0.0 | 100.0 | 5 | 17.2 | MISSING | 100.0 |
| TOTAL | 8 | 100.0 | 100.0 | | 29 | 100.0 | 100.0 | |

TABLE 9

FREQUENCY DISTRIBUTION OF LENGTH OF SERVICE AT UNIVERSITY

(PART-TIME PROFESSIONALS)

| Length of Service (years) | MALE ABSOLUTE FREQ | MALE RELATIVE FREQ (PCT) | MALE ADJUSTED FREQ (PCT) | MALE CUM FREQ (PCT) | FEMALE ABSOLUTE FREQ | FEMALE RELATIVE FREQ (PCT) | FEMALE ADJUSTED FREQ (PCT) | FEMALE CUM FREQ (PCT) |
|---|---|---|---|---|---|---|---|---|
| 1 | 7 | 87.5 | 87.5 | 87.5 | 3 | 10.3 | 12.0 | 12.0 |
| 2 | 0 | 0.0 | 0.0 | 87.5 | 9 | 31.0 | 36.0 | 48.0 |
| 3 | 0 | 0.0 | 0.0 | 87.5 | 3 | 10.3 | 12.0 | 60.0 |
| 4 | 0 | 0.0 | 0.0 | 87.5 | 2 | 6.9 | 8.0 | 68.0 |
| 6 | 0 | 0.0 | 0.0 | 87.5 | 2 | 6.9 | 8.0 | 76.0 |
| 7 | 0 | 0.0 | 0.0 | 87.5 | 1 | 3.4 | 4.0 | 80.0 |
| 9 | 0 | 0.0 | 0.0 | 87.5 | 1 | 3.4 | 4.0 | 84.0 |
| 10 | 0 | 0.0 | 0.0 | 87.5 | 2 | 6.9 | 8.0 | 92.0 |
| 11-15 | 1 | 12.5 | 12.5 | 100.0 | 2 | 6.9 | 8.0 | 100.0 |
| | 0 | 0.0 | 0.0 | 100.0 | 4 | 13.8 | MISSING | 100.0 |
| TOTAL | 8 | 100.0 | 100.0 | | 29 | 100.0 | 100.0 | |

TABLE 10

FREQUENCY DISTRIBUTION OF EDUCATIONAL LEVELS

(PART-TIME PROFESSIONALS)

| EDUCATIONAL LEVEL | MALE ABSOLUTE FREQ | MALE RELATIVE FREQ (PCT) | MALE ADJUSTED FREQ (PCT) | MALE CUM FREQ (PCT) | FEMALE ABSOLUTE FREQ | FEMALE RELATIVE FREQ (PCT) | FEMALE ADJUSTED FREQ (PCT) | FEMALE CUM FREQ (PCT) |
|---|---|---|---|---|---|---|---|---|
| Some College or some Business School | 0 | 0.0 | 0.0 | 0.0 | 2 | 6.9 | 6.9 | 6.9 |
| Associate Degree | 0 | 0.0 | 0.0 | 0.0 | 2 | 6.9 | 6.9 | 13.8 |
| BA-BS | 2 | 25.0 | 25.0 | 25.0 | 14 | 48.3 | 48.3 | 62.1 |
| MA-MS | 1 | 12.5 | 12.5 | 37.5 | 8 | 27.6 | 27.6 | 89.7 |
| Ph.D or Equiv. | 5 | 62.5 | 62.5 | 100.0 | 3 | 10.3 | 10.3 | 100.0 |
| TOTAL | 8 | 100.0 | 100.0 | | 29 | 100.0 | 100.0 | |

TABLE 11

FREQUENCY DISTRIBUTION OF LENGTH OF TIME SINCE HIGHEST DEGREE

(PART-TIME PROFESSIONALS)

| Length of Time Since Highest Degree (years) | MALE ABSOLUTE FREQ | MALE RELATIVE FREQ (PCT) | MALE ADJUSTED FREQ (PCT) | MALE CUM FREQ (PCT) | FEMALE ABSOLUTE FREQ | FEMALE RELATIVE FREQ (PCT) | FEMALE ADJUSTED FREQ (PCT) | FEMALE CUM FREQ (PCT) |
|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 0.0 | 0.0 | 0.0 | 1 | 3.4 | 3.7 | 3.7 |
| 2 | 3 | 37.5 | 37.5 | 37.5 | 2 | 6.9 | 7.4 | 11.1 |
| 3 | 0 | 0.0 | 0.0 | 37.5 | 2 | 6.9 | 7.4 | 18.5 |
| 4 | 2 | 25.0 | 25.0 | 62.5 | 2 | 6.9 | 7.4 | 25.9 |
| 7 | 0 | 0.0 | 0.0 | 62.5 | 1 | 3.4 | 3.7 | 29.6 |
| 8 | 0 | 0.0 | 0.0 | 62.5 | 1 | 3.4 | 3.7 | 33.3 |
| 10 | 0 | 0.0 | 0.0 | 62.5 | 3 | 10.3 | 11.1 | 44.4 |
| 11-15 | 1 | 12.5 | 12.5 | 75.0 | 5 | 17.2 | 18.5 | 63.0 |
| 16-20 | 0 | 0.0 | 0.0 | 75.0 | 3 | 10.3 | 11.1 | 74.1 |
| 21-25 | 1 | 12.5 | 12.5 | 87.5 | 1 | 3.4 | 3.7 | 77.8 |
| 26-30 | 0 | 0.0 | 0.0 | 87.5 | 3 | 10.3 | 11.1 | 88.9 |
| 31-35 | 0 | 0.0 | 0.0 | 87.5 | 1 | 3.4 | 3.7 | 92.6 |
| 36 + | 1 | 12.5 | 12.5 | 100.0 | 2 | 6.9 | 7.4 | 100.0 |
| | 0 | 0.0 | 0.0 | 100.0 | 2 | 6.9 | MISSING | 100.0 |
| TOTAL | 8 | 100.0 | 100.0 | | 29 | 100.0 | 100.0 | |

TABLE 12

CROSSTABULATION OF SEX BY AGE

(FULL-TIME PROFESSIONALS)

| COUNT / ROW % / COL % / TOT % | AGE 21-25 | 25-30 | 30-35 | 35-40 | 40-45 | 45-50 | 50-55 | 55-60 | 60-66 | 66 + | ROW TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| MALE | 23 | 56 | 91 | 58 | 54 | 39 | 38 | 27 | 8 | 0 | 394 |
| | 5.8 | 14.2 | 23.1 | 14.7 | 13.7 | 9.9 | 9.6 | 6.9 | 2.0 | 0.0 | 67.8 |
| | 65.7 | 57.1 | 70.0 | 70.7 | 81.8 | 67.2 | 64.4 | 71.1 | 57.1 | 0.0 | |
| | 4.0 | 9.6 | 15.7 | 10.0 | 9.3 | 6.7 | 6.5 | 4.6 | 1.4 | 0.0 | |
| FEMALE | 12 | 42 | 39 | 24 | 12 | 19 | 21 | 11 | 6 | 1 | 187 |
| | 6.4 | 22.5 | 20.9 | 12.8 | 6.4 | 10.2 | 11.2 | 5.9 | 3.2 | 0.5 | 32.2 |
| | 34.3 | 42.9 | 30.0 | 29.3 | 18.2 | 32.8 | 35.6 | 28.9 | 42.9 | 100.0 | |
| | 2.1 | 7.2 | 6.7 | 4.1 | 2.1 | 3.3 | 3.6 | 1.9 | 1.0 | 0.2 | |
| COLUMN TOTAL | 35 | 98 | 130 | 82 | 66 | 58 | 59 | 38 | 14 | 1 | 581 |
| | 6.0 | 16.9 | 22.4 | 14.1 | 11.4 | 10.0 | 10.2 | 6.5 | 2.4 | 0.2 | 100.0 |

TABLE 13

CROSSTABULATION OF SEX BY LENGTH OF TIME IN CURRENT JOB CLASS
(FULL-TIME PROFESSIONALS)

| | COUNT / ROW % / COL % / TOT % | Length of time in current job class | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 yr | 2 yr | 3 yr | 4 yr | 5 yr | 6 yr | 7 yr | 8 yr | 9 yr | 10 yr |
| MALE | | 95 | 51 | 57 | 45 | 27 | 16 | 10 | 17 | 8 | 6 |
| | | 27.1 | 14.5 | 16.2 | 12.8 | 7.7 | 4.6 | 2.8 | 4.8 | 2.3 | 1.7 |
| | | 62.9 | 61.4 | 72.2 | 78.9 | 73.0 | 57.1 | 76.9 | 85.0 | 80.0 | 85.7 |
| | | 18.6 | 10.0 | 11.2 | 8.8 | 5.3 | 3.1 | 2.0 | 3.3 | 1.6 | 1.2 |
| FEMALE | | 56 | 32 | 22 | 12 | 10 | 12 | 3 | 3 | 2 | 1 |
| | | 35.0 | 20.0 | 13.8 | 7.5 | 6.3 | 7.5 | 1.9 | 1.9 | 1.3 | 0.6 |
| | | 37.1 | 38.6 | 27.8 | 21.1 | 27.0 | 42.9 | 23.1 | 15.0 | 20.0 | 14.3 |
| | | 11.0 | 6.3 | 4.3 | 2.3 | 2.0 | 2.3 | 0.6 | 0.6 | 0.4 | 0.2 |
| | COLUMN TOTAL | 151 | 83 | 79 | 57 | 37 | 28 | 13 | 20 | 10 | 7 |
| | | 29.5 | 16.2 | 15.5 | 11.2 | 7.2 | 5.5 | 2.5 | 3.9 | 2.0 | 1.4 |

(CONTINUED)

| | COUNT / ROW % / COL % / TOT % | 11-15 | 16-20 | 21-25 | 26-30 | 36 + yrs | ROW TOTAL |
|---|---|---|---|---|---|---|---|
| MALE | | 10 | 7 | 0 | 1 | 1 | 351 |
| | | 2.8 | 2.0 | 0.0 | 0.3 | 0.3 | 68.7 |
| | | 62.5 | 100.0 | 0.0 | 100.0 | 100.0 | |
| | | 2.0 | 1.4 | 0.0 | 0.2 | 0.2 | |
| FEMALE | | 6 | 0 | 1 | 0 | 0 | 160 |
| | | 3.8 | 0.0 | 0.6 | 0.0 | 0.0 | 31.3 |
| | | 37.5 | 0.0 | 100.0 | 0.0 | 0.0 | |
| | | 1.2 | 0.0 | 0.2 | 0.0 | 0.0 | |
| | COLUMN TOTAL | 16 | 7 | 1 | 1 | 1 | 511 |
| | | 3.1 | 1.4 | 0.2 | 0.2 | 0.2 | 100.0 |

TABLE 14

CROSSTABULATION OF SEX BY LENGTH OF TIME SINCE HIGHEST DEGREE
(FULL-TIME PROFESSIONALS)

| | COUNT / ROW % / COL % / TOT % | LENGTH OF TIME SINCE HIGHEST DEGREE (years) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 yr | 2 yr | 3 yr | 4 yr | 5 yr | 6 yr | 7 yr | 8 yr | 9 yr | 10 yr |
| MALE | | 14 | 15 | 20 | 23 | 20 | 23 | 16 | 30 | 17 | 15 |
| | | 4.3 | 4.7 | 6.2 | 7.1 | 6.2 | 7.1 | 5.0 | 9.3 | 5.3 | 4.7 |
| | | 58.3 | 51.7 | 62.5 | 67.6 | 58.8 | 67.6 | 69.6 | 73.2 | 68.0 | 71.4 |
| | | 2.9 | 3.1 | 4.1 | 4.8 | 4.1 | 4.8 | 3.3 | 6.2 | 3.5 | 3.1 |
| FEMALE | | 10 | 14 | 12 | 11 | 14 | 11 | 7 | 11 | 8 | 6 |
| | | 6.2 | 8.7 | 7.5 | 6.8 | 8.7 | 6.8 | 4.3 | 6.8 | 5.0 | 3.7 |
| | | 41.7 | 48.3 | 37.5 | 32.4 | 41.2 | 32.4 | 30.4 | 26.8 | 32.0 | 28.6 |
| | | 2.1 | 2.9 | 2.5 | 2.3 | 2.9 | 2.3 | 1.4 | 2.3 | 1.7 | 1.2 |
| | COLUMN TOTAL | 24 | 29 | 32 | 34 | 34 | 34 | 23 | 41 | 25 | 21 |
| | | 5.0 | 6.0 | 6.6 | 7.0 | 7.0 | 7.0 | 4.8 | 8.5 | 5.2 | 4.3 |

(CONTINUED)

| | COUNT / ROW % / COL % / TOT % | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36 + yrs | ROW TOTAL |
|---|---|---|---|---|---|---|---|---|
| MALE | | 53 | 28 | 16 | 21 | 9 | 2 | 322 |
| | | 16.5 | 8.7 | 5.0 | 6.5 | 2.8 | 0.6 | 66.7 |
| | | 74.6 | 71.8 | 66.7 | 80.8 | 52.9 | 22.2 | |
| | | 11.0 | 5.8 | 3.3 | 4.3 | 1.9 | 0.4 | |
| FEMALE | | 18 | 11 | 8 | 5 | 8 | 7 | 161 |
| | | 11.2 | 6.8 | 5.0 | 3.1 | 5.0 | 4.3 | 33.3 |
| | | 25.4 | 28.2 | 33.3 | 19.2 | 47.1 | 77.8 | |
| | | 3.7 | 2.3 | 1.7 | 1.0 | 1.7 | 1.4 | |
| | COLUMN TOTAL | 71 | 39 | 24 | 26 | 17 | 9 | 483 |
| | | 14.7 | 8.1 | 5.0 | 5.4 | 3.5 | 1.9 | 100.0 |

TABLE 15

CROSSTABULATION OF SEX BY LENGTH OF SERVICE AT UNIVERSITY

(FULL-TIME PROFESSIONALS)

| | COUNT / ROW % / COL % / TOT % | LENGTH OF SERVICE (years) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 yr | 2 yr | 3 yr | 4 yr | 5 yr | 6 yr | 7 yr | 8 yr | 9 yr | 10 yr |
| MALE | | 51 | 31 | 30 | 40 | 22 | 24 | 19 | 30 | 27 | 19 |
| | | 13.5 | 8.2 | 7.9 | 10.6 | 5.8 | 6.3 | 5.0 | 7.9 | 7.1 | 5.0 |
| | | 63.0 | 52.5 | 60.0 | 74.1 | 55.0 | 60.0 | 76.0 | 78.9 | 73.0 | 76.0 |
| | | 9.2 | 5.6 | 5.4 | 7.2 | 3.9 | 4.3 | 3.4 | 5.4 | 4.8 | 3.4 |
| FEMALE | | 30 | 28 | 20 | 14 | 18 | 16 | 6 | 8 | 10 | 6 |
| | | 16.9 | 15.7 | 11.2 | 7.9 | 10.1 | 9.0 | 3.4 | 4.5 | 5.6 | 3.4 |
| | | 37.0 | 47.5 | 40.0 | 25.9 | 45.0 | 40.0 | 24.0 | 21.1 | 27.0 | 24.0 |
| | | 5.4 | 5.0 | 3.6 | 2.5 | 3.2 | 2.9 | 1.1 | 1.4 | 1.8 | 1.1 |
| | COLUMN TOTAL | 81 | 59 | 50 | 54 | 40 | 40 | 25 | 38 | 37 | 25 |
| | | 14.5 | 10.6 | 9.0 | 9.7 | 7.2 | 7.2 | 4.5 | 6.8 | 6.6 | 4.5 |

(CONTINUED)

| | COUNT / ROW % / COL % / TOT % | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36 + yrs | ROW TOTAL |
|---|---|---|---|---|---|---|---|---|
| MALE | | 46 | 21 | 11 | 4 | 3 | 1 | 379 |
| | | 12.1 | 5.5 | 2.9 | 1.1 | 0.8 | 0.3 | 68.0 |
| | | 80.7 | 87.5 | 78.6 | 50.0 | 75.0 | 100.0 | |
| | | 8.3 | 3.8 | 2.0 | 0.7 | 0.5 | 0.2 | |
| FEMALE | | 11 | 3 | 3 | 4 | 1 | 0 | 178 |
| | | 6.2 | 1.7 | 1.7 | 2.2 | 0.6 | 0.0 | 32.0 |
| | | 19.3 | 12.5 | 21.4 | 50.0 | 25.0 | 0.0 | |
| | | 2.0 | 0.5 | 0.5 | 0.7 | 0.2 | 0.0 | |
| | COLUMN TOTAL | 57 | 24 | 14 | 8 | 4 | 1 | 557 |
| | | 10.2 | 4.3 | 2.5 | 1.4 | 0.7 | 0.2 | 100.0 |

TABLE 16

TABLE OF EDUCATIONAL LEVEL ATTAINED WHILE EMPLOYED AT THE U. OF D.

(FULL-TIME PROFESSIONALS)

| Time difference* years | 35-15 | 14-10 | 9-5 | 4-1 | Highest degree before U. of D. |
|---|---|---|---|---|---|
| Educational level / sex | M - F | M - F | M - F | M - F | M - F |
| High School and/ or some College | 9 6 | 11 4 | 26 6 | 20 8 | 5 1 |
| Assoc. degree | - - | -- 1 | 2 1 | - 1 | 5 12 |
| BA, BS | - - | -- - | 2 - | 5 1 | 95 65 |
| MA, MS | - - | 1 - | 14 1 | 13 4 | 99 57 |
| Ph.D or Equiv. | - - | 4 - | 4 - | 6 3 | 73 15 |
| TOTALS | 9 6 | 16 5 | 48 8 | 44 17 | 277 150 |
| Total receiving highest degree while at U. of D. ..... | | | | | 117 36 |
| Total full-time professionals ..... | | | | | 394 186 |

*Time difference = # of years employed - # of years since highest degree

## APPENDIX B

REGRESSION ANALYSIS FOR

FULL-TIME PROFESSIONALS AT UNIVERSITY OF DELAWARE

Data base: Official Personnel Data April 78 (4/78)

The variables included in the study are:

ANNRTE = Annual Salary (12 month equivalent)

AGE = Years of Age

LENSER = Length of Services at U. of D.

LENDGR = Length of time since highest degree (in years)

ED1 = 1 if educational levels include some college or some business school, all else 0

ED2 = 1 if educational levels include high school, trade school, or business school, all else 0.

ED3 = 1 if educational level is associate degree, all else 0.

ED4 = 1 if educational levels are BA or BS, all else 0.

ED5 = 1 if educational levels are MA or MS, all else 0

ED6 = 1 if educational levels are Ph.D or equivalent, all else 0

E1 = 1 for Professional (non-instructional), all else 0

E2 = 1 for executive, administrative or managerial professionals, all else 0

SEXX = 1 for male, all else 0

Note: ED1 through SEXX are the dummy variables created for educational levels, Equal Employment Opportunity Commission category and sex. The dummy variable were not generated for the female and educational levels which are either some high school or less than high school.

TABLE 1

MEANS AND STANDARD DEVIATIONS FOR VARIABLE

IN REGRESSION EQUATION

(ALL FULL-TIME PROFESSIONALS)

| VARIABLE | MEAN | STANDARD DEV | CASES |
|---|---|---|---|
| ANNRTE | 18082.2788 | 7443.2713 | 581 |
| AGE | 39.2926 | 10.6014 | 581 |
| ED1 | 0.1015 | 0.3023 | 581 |
| ED2 | 0.0482 | 0.2144 | 581 |
| ED3 | 0.0379 | 0.1910 | 581 |
| ED4 | 0.2892 | 0.4538 | 581 |
| ED5 | 0.3270 | 0.4695 | 581 |
| ED6 | 0.1807 | 0.3851 | 581 |
| E1 | 0.8692 | 0.3375 | 581 |
| E2 | 0.1291 | 0.3356 | 581 |
| SEXX | 0.6781 | 0.4676 | 581 |
| LENSER | 6.7418 | 6.2322 | 581 |
| LENDGR | 9.2874 | 9.3016 | 581 |

FULL-TIME MALE PROFESSIONALS

| VARIABLE | MEAN | STANDARD DEV | CASES |
|---|---|---|---|
| ANNRTE | 19643.5279 | 7952.7969 | 394 |
| AGE | 39.4848 | 10.2940 | 394 |
| ED1 | 0.1091 | 0.3122 | 394 |
| ED2 | 0.0533 | 0.2249 | 394 |
| ED3 | 0.0178 | 0.1323 | 394 |
| ED4 | 0.2589 | 0.4386 | 394 |
| ED5 | 0.3223 | 0.4680 | 394 |
| ED6 | 0.2208 | 0.4153 | 394 |
| E1 | 0.8249 | 0.3806 | 394 |
| E2 | 0.1726 | 0.3784 | 394 |
| LENSER | 7.2843 | 6.3535 | 394 |
| LENDGR | 9.0888 | 8.6865 | 394 |

FULL-TIME FEMALE PROFESSIONALS

| VARIABLE | MEAN | STANDARD DEV | CASES |
|---|---|---|---|
| ANNRTE | 14792.8021 | 4804.4711 | 187 |
| AGE | 38.8877 | 11.2395 | 187 |
| ED1 | 0.0856 | 0.2805 | 187 |
| ED2 | 0.0374 | 0.1903 | 187 |
| ED3 | 0.0802 | 0.2724 | 187 |
| ED4 | 0.3529 | 0.4792 | 187 |
| ED5 | 0.3369 | 0.4739 | 187 |
| ED6 | 0.0963 | 0.2957 | 187 |
| E1 | 0.9626 | 0.1903 | 187 |
| E2 | 0.0374 | 0.1903 | 187 |
| LENSER | 5.5989 | 5.8212 | 187 |
| LENDGR | 9.7059 | 10.4929 | 187 |

TABLE 2

CORRELATION COEFFICIENTS FOR ALL FULL-TIME PROFESSIONALS

| | ANNRTE | AGE | ED1 | ED2 | ED3 | ED4 | ED5 | ED6 |
|---|---|---|---|---|---|---|---|---|
| ANNRTE | 1.00000 | 0.38540 | -0.16135 | -0.09714 | -0.11058 | -0.20331 | 0.01285 | 0.48876 |
| AGE | 0.38540 | 1.00000 | -0.03887 | 0.13338 | 0.11115 | -0.14700 | -0.08472 | 0.13905 |
| ED1 | -0.16135 | -0.03887 | 1.00000 | -0.07565 | -0.06670 | -0.21442 | -0.23436 | -0.15790 |
| ED2 | -0.09714 | 0.13338 | -0.07565 | 1.00000 | -0.04464 | -0.14351 | -0.15686 | -0.10568 |
| ED3 | -0.11058 | 0.11115 | -0.06670 | -0.04464 | 1.00000 | -0.12653 | -0.13829 | -0.09317 |
| ED4 | -0.20331 | -0.14700 | -0.21442 | -0.14351 | -0.12653 | 1.00000 | -0.44460 | -0.29955 |
| ED5 | 0.01285 | -0.08472 | -0.23436 | -0.15686 | -0.13829 | -0.44460 | 1.00000 | -0.32740 |
| ED6 | 0.48876 | 0.13905 | -0.15790 | -0.10568 | -0.09317 | -0.29955 | -0.32740 | 1.00000 |
| E1 | -0.68567 | -0.22156 | 0.13042 | 0.08729 | 0.07696 | 0.08980 | 0.00929 | -0.32189 |
| E2 | 0.69214 | 0.22925 | -0.12943 | -0.08663 | -0.07638 | -0.09836 | -0.00576 | 0.32612 |
| SEXX | 0.30473 | 0.02633 | 0.03646 | 0.03461 | -0.15285 | -0.09692 | -0.01450 | 0.15123 |
| LENSER | 0.32050 | 0.56392 | -0.05195 | 0.21454 | 0.01981 | -0.10708 | 0.00121 | -0.00711 |
| LENDGR | 0.39423 | 0.56017 | -0.31758 | -0.21968 | 0.15978 | 0.25846 | -0.06143 | 0.10291 |

| | E1 | E2 | SEXX | LENSER | LENDGR |
|---|---|---|---|---|---|
| ANNRTE | -0.68567 | 0.69214 | 0.30473 | 0.32050 | 0.39423 |
| AGE | -0.22156 | 0.22925 | 0.02633 | 0.56392 | 0.56017 |
| ED1 | 0.13042 | -0.12943 | 0.03646 | -0.05195 | -0.31758 |
| ED2 | 0.08729 | -0.08663 | 0.03461 | 0.21454 | -0.21968 |
| ED3 | 0.07696 | -0.07638 | -0.15285 | 0.01981 | 0.15978 |
| ED4 | 0.08980 | -0.09836 | -0.09692 | -0.10708 | 0.25846 |
| ED5 | 0.00929 | -0.00576 | -0.01450 | 0.00121 | -0.06143 |
| ED6 | -0.32189 | 0.32612 | 0.15123 | -0.00711 | 0.10291 |
| E1 | 1.00000 | -0.99242 | -0.19078 | -0.25299 | -0.26098 |
| E2 | -0.99242 | 1.00000 | 0.18832 | 0.25668 | 0.26703 |
| SEXX | -0.19078 | 0.18832 | 1.00000 | 0.12645 | -0.03102 |
| LENSER | -0.25299 | 0.25668 | 0.12645 | 1.00000 | 0.31114 |
| LENDGR | -0.26098 | 0.26703 | -0.03102 | 0.31114 | 1.00000 |

TABLE 3

CORRELATION COEFFICIENTS FOR FULL-TIME MALE PROFESSIONALS

| | ANNRTE | AGE | ED1 | ED2 | ED3 | ED4 | ED5 | ED6 |
|---|---|---|---|---|---|---|---|---|
| ANNRTE | 1.00000 | 0.45211 | -0.19790 | -0.13115 | -0.06478 | -0.17960 | -0.00827 | 0.47445 |
| AGE | 0.45211 | 1.00000 | -0.05451 | 0.10970 | -0.04559 | -0.12256 | -0.06580 | 0.16119 |
| ED1 | -0.19790 | -0.05451 | 1.00000 | -0.08305 | -0.04707 | -0.20687 | -0.24139 | -0.18632 |
| ED2 | -0.13115 | 0.10970 | -0.08305 | 1.00000 | -0.03191 | -0.14024 | -0.16364 | -0.12631 |
| ED3 | -0.06478 | -0.04559 | -0.04707 | -0.03191 | 1.00000 | -0.07949 | -0.09276 | -0.07160 |
| ED4 | -0.17960 | -0.12256 | -0.20687 | -0.14024 | -0.07949 | 1.00000 | -0.40762 | -0.31463 |
| ED5 | -0.00827 | -0.06580 | -0.24139 | -0.16364 | -0.09276 | -0.40762 | 1.00000 | -0.36714 |
| ED6 | 0.47445 | 0.16119 | -0.18632 | -0.12631 | -0.07160 | -0.31463 | -0.36714 | 1.00000 |
| E1 | -0.68215 | -0.25757 | 0.16127 | 0.10933 | 0.06197 | 0.07414 | 0.00345 | -0.30208 |
| E2 | 0.69060 | 0.26787 | -0.15986 | -0.10837 | -0.06142 | -0.08593 | 0.00117 | 0.30740 |
| LENSER | 0.32417 | 0.56902 | -0.11061 | 0.13716 | 0.03031 | -0.09131 | 0.04185 | -0.00070 |
| LENDGR | 0.54715 | 0.55317 | -0.35918 | -0.24077 | -0.02574 | 0.26779 | -0.00706 | 0.17863 |

| | E1 | E2 | LENSER | LENDGR |
|---|---|---|---|---|
| ANNRTE | -0.68215 | 0.69060 | 0.32417 | 0.54715 |
| AGE | -0.25757 | 0.26787 | 0.56902 | 0.55317 |
| ED1 | 0.16127 | -0.15986 | -0.11061 | -0.35918 |
| ED2 | 0.10933 | -0.10837 | 0.13716 | -0.24077 |
| ED3 | 0.06197 | -0.06142 | 0.03031 | -0.02574 |
| ED4 | 0.07414 | -0.08593 | -0.09131 | 0.26779 |
| ED5 | 0.00345 | 0.00117 | 0.04185 | -0.00706 |
| ED6 | -0.30208 | 0.30740 | -0.00070 | 0.17863 |
| E1 | 1.00000 | -0.99120 | -0.28455 | -0.36937 |
| E2 | -0.99120 | 1.00000 | 0.28967 | 0.37777 |
| LENSER | -0.28455 | 0.28967 | 1.00000 | 0.35594 |
| LENDGR | -0.36937 | 0.37777 | 0.35594 | 1.00000 |

TABLE 4

CORRELATION COEFFICIENTS FOR FULL-TIME FEMALE PROFESSIONALS

| | ANNRTE | AGE | ED1 | ED2 | ED3 | ED4 | ED5 | ED6 |
|---|---|---|---|---|---|---|---|---|
| ANNRTE | 1.00000 | 0.27137 | -0.12756 | -0.04390 | -0.10683 | -0.22005 | 0.11124 | 0.45455 |
| AGE | 0.27137 | 1.00000 | -0.00887 | 0.18795 | 0.28046 | -0.18527 | -0.12004 | 0.07929 |
| ED1 | -0.12756 | -0.00887 | 1.00000 | -0.06032 | -0.09033 | -0.22591 | -0.21803 | -0.09983 |
| ED2 | -0.04390 | 0.18795 | -0.06032 | 1.00000 | -0.05824 | -0.14564 | -0.14056 | -0.06436 |
| ED3 | -0.10683 | 0.28046 | -0.09033 | -0.05824 | 1.00000 | -0.21810 | -0.21049 | -0.09638 |
| ED4 | -0.22005 | -0.18527 | -0.22591 | -0.14564 | -0.21810 | 1.00000 | -0.52643 | -0.24103 |
| ED5 | 0.11124 | -0.12004 | -0.21803 | -0.14056 | -0.21049 | -0.52643 | 1.00000 | -0.23262 |
| ED6 | 0.45455 | 0.07929 | -0.09983 | -0.06436 | -0.09638 | -0.24103 | -0.23262 | 1.00000 |
| E1 | -0.60511 | -0.13266 | 0.06032 | 0.03889 | 0.05824 | 0.08669 | 0.02136 | -0.31771 |
| E2 | 0.60511 | 0.13266 | -0.06032 | -0.03889 | -0.05824 | -0.08669 | -0.02136 | 0.31771 |
| LENSER | 0.22088 | 0.56342 | 0.08041 | 0.41638 | 0.05770 | -0.10703 | -0.08523 | -0.11174 |
| LENDGR | 0.14455 | 0.57649 | -0.24351 | -0.18290 | 0.32248 | 0.23997 | -0.15728 | -0.05147 |

| | E1 | E2 | LENSER | LENDGR |
|---|---|---|---|---|
| ANNRTE | -0.60511 | 0.60511 | 0.22088 | 0.14455 |
| AGE | -0.13266 | 0.13266 | 0.56342 | 0.57649 |
| ED1 | 0.06032 | -0.06032 | 0.08041 | -0.24351 |
| ED2 | 0.03889 | -0.03889 | 0.41638 | -0.18290 |
| ED3 | 0.05824 | -0.05824 | 0.05770 | 0.32248 |
| ED4 | 0.08669 | -0.08669 | -0.10703 | 0.23997 |
| ED5 | 0.02136 | -0.02136 | -0.08523 | -0.15728 |
| ED6 | -0.31771 | 0.31771 | -0.11174 | -0.05147 |
| E1 | 1.00000 | -1.00000 | -0.04274 | -0.01631 |
| E2 | -1.00000 | 1.00000 | 0.04274 | 0.01631 |
| LENSER | -0.04274 | 0.04274 | 1.00000 | 0.25287 |
| LENDGR | -0.01631 | 0.01631 | 0.25287 | 1.00000 |

TABLE 5

MULTIPLE REGRESSION ANALYSIS OF ANNUAL SALARIES

FOR ALL FULL-TIME PROFESSIONALS

VARIABLES IN THE EQUATION

| | |
|---|---|
| MULTIPLE R | 0.81560 |
| R SQUARE | 0.66521 |
| ADJUSTED R SQUARE | 0.66171 |
| STANDARD ERROR | 4333.00483 |

| ANALYSIS OF VARIANCE | DF | SUM OF SQUARES | MEAN SQUARE | F |
|---|---|---|---|---|
| REGRESSION | 7. | 21375291769.24160 | 3053613109.90336 | 162.64311 |
| RESIDUAL | 573. | 10758035368.87808 | 18774930.63568 | |

| VARIABLE | B | BETA | STD ERROR B | F |
|---|---|---|---|---|
| E2 | 10393.67393 | 0.46861 | 609.87896 | 290.436 |
| ED6 | 6316.31782 | 0.32681 | 537.03297 | 138.333 |
| AGE | 75.64256 | 0.10774 | 23.85538 | 10.054 |
| SEXX | 2591.48085 | 0.16280 | 398.44169 | 42.303 |
| ED5 | 2286.78743 | 0.14425 | 409.27916 | 31.219 |
| LENDGR | 134.11022 | 0.16759 | 23.82201 | 31.693 |
| LENSER | 82.26314 | 0.06888 | 36.19136 | 5.167 |
| (CONSTANT) | 8321.52264 | | | |

VARIABLES NOT IN THE EQUATION

| VARIABLE | BETA IN | PARTIAL | TOLERANCE | F |
|---|---|---|---|---|
| ED1 | 0.05298 | 0.07933 | 0.75062 | 3.623 |
| ED2 | 0.00342 | 0.00520 | 0.77577 | 0.015 |
| ED3 | -0.04350 | -0.07175 | 0.91085 | 2.960 |
| ED4 | 0.00126 | 0.00136 | 0.38780 | 0.001 |

SUMMARY TABLE

| VARIABLE | MULTIPLE R | R SQUARE | RSQ CHANGE |
|---|---|---|---|
| E2 | 0.69214 | 0.47906 | 0.47906 |
| ED6 | 0.74598 | 0.55649 | 0.07743 |
| AGE | 0.77607 | 0.60229 | 0.04580 |
| SEXX | 0.79172 | 0.62683 | 0.02454 |
| ED5 | 0.80255 | 0.64408 | 0.01725 |
| LENDGR | 0.81375 | 0.66219 | 0.01811 |
| LENSER | 0.81560 | 0.66521 | 0.00302 |

## TABLE 6

### MULTIPLE REGRESSION ANALYSIS OF ANNUAL SALARIES

### FOR ALL FULL-TIME MALE PROFESSIONALS

### VARIABLES IN THE EQUATION

| | |
|---|---|
| MULTIPLE R | 0.81699 |
| R SQUARE | 0.66747 |
| ADJUSTED R SQUARE | 0.66405 |
| STANDARD ERROR | 4615.48517 |

| ANALYSIS OF VARIANCE | DF | SUM OF SQUARES | MEAN SQUARE | F |
|---|---|---|---|---|
| REGRESSION | 5. | 16590613621.10464 | 3318122724.22912 | 155.76[illegible]4 |
| RESIDUAL | 388. | 8265448896.96256 | 21302703.34280 | |

| VARIABLE | B | BETA | STD ERROR B | F |
|---|---|---|---|---|
| E2 | 9802.49117 | 0.46638 | 694.22059 | 199.378 |
| LENDGR | 289.71852 | 0.31645 | 38.10442 | 57.810 |
| ED6 | 4074.67576 | 0.21279 | 630.93718 | 41.707 |
| ED4 | -2630.23580 | -0.14505 | 636.52862 | 17.075 |
| AGE | 77.29933 | 0.10005 | 28.89716 | 7.156 |
| (CONSTANT) | 12047.56382 | | | |

### VARIABLES NOT IN THE EQUATION

| VARIABLE | BETA IN | PARTIAL | TOLERANCE | F |
|---|---|---|---|---|
| ED1 | 0.00670 | 0.01044 | 0.80701 | 0.042 |
| ED2 | -0.01048 | -0.01671 | 0.84482 | 0.108 |
| ED3 | -0.02024 | -0.03465 | 0.97459 | 0.465 |
| ED5 | 0.04543 | 0.05095 | 0.41832 | 1.007 |
| LENSER | 0.01016 | 0.01400 | 0.63121 | 0.076 |

### SUMMARY TABLE

| VARIABLE | MULTIPLE R | R SQUARE | RSQ CHANGE |
|---|---|---|---|
| E2 | 0.69060 | 0.47693 | 0.47693 |
| LENDGR | 0.75664 | 0.57251 | 0.09558 |
| ED6 | 0.79821 | 0.63713 | 0.06462 |
| ED4 | 0.81323 | 0.66133 | 0.02420 |
| AGE | 0.81699 | 0.66747 | 0.00613 |



## TABLE 7

### MULTIPLE REGRESSION ANALYSIS OF ANNUAL SALARIES

### FOR ALL FULL-TIME FEMALE PROFESSIONALS

### VARIABLES IN THE EQUATION

| | |
|---|---|
| MULTIPLE R | 0.75223 |
| R SQUARE | 0.56585 |
| ADJUSTED R SQUARE | 0.55630 |
| STANDARD ERROR | 3209.11369 |

| ANALYSIS OF VARIANCE | DF | SUM OF SQUARES | MEAN SQUARE | F |
|---|---|---|---|---|
| REGRESSION | 5. | 2429414948.31104 | 485882989.66016 | 47.18039 |
| RESIDUAL | 181. | 1864012335.29856 | 10298410.69224 | |

| VARIABLE | B | BETA | STD ERROR B | F |
|---|---|---|---|---|
| E2 | 11922.00586 | 0.47229 | 1311.73232 | 82.605 |
| ED6 | 6448.19165 | 0.39691 | 876.82646 | 54.081 |
| LENSER | 191.22616 | 0.23169 | 42.26127 | 20.474 |
| ED5 | 2587.50463 | 0.25523 | 521.19966 | 24.646 |
| LENDGR | 63.56817 | 0.13883 | 23.46247 | 7.341 |
| (CONSTANT) | 11166.46901 | | | |

### VARIABLES NOT IN THE EQUATION

| VARIABLE | BETA IN | PARTIAL | TOLERANCE | F |
|---|---|---|---|---|
| AGE | -0.00595 | -0.00608 | 0.45339 | 0.007 |
| ED1 | 0.01376 | 0.01900 | 0.82729 | 0.065 |
| ED2 | -0.04956 | -0.06338 | 0.71010 | 0.726 |
| ED3 | -0.05340 | -0.07480 | 0.85186 | 1.013 |
| ED4 | 0.08350 | 0.09031 | 0.50788 | 1.480 |

### SUMMARY TABLE

| VARIABLE | MULTIPLE R | R SQUARE | RSQ CHANGE |
|---|---|---|---|
| E2 | 0.60511 | 0.36616 | 0.36616 |
| ED6 | 0.66535 | 0.44269 | 0.07653 |
| LENSER | 0.70525 | 0.49737 | 0.05469 |
| ED5 | 0.74043 | 0.54824 | 0.05086 |
| LENDGR | 0.75223 | 0.56585 | 0.01761 |

MULTIPLE REGRESSION ANALYSIS
FULL-TIME FACULTY SALARIES (MALE & FEMALE)

TABLE 1

VARIABLES IN EQUATION

| | |
|---|---|
| MULTIPLE R | 0.89614 |
| R SQUARE | 0.80307 |
| ADJUSTED R SQUARE | 0.80149 |
| STANDARD ERROR | 2778.31503 |

| ANALYSIS OF VARIANCE | DF | SUM OF SQUARES | MEAN SQUARE | F |
|---|---|---|---|---|
| REGRESSION | 7. | 23544922747.04384 | 3363560392.45824 | 435.74885 |
| RESIDUAL | 748. | 5773837739.95008 | 7719034.41168 | |

| VARIABLE | B | BETA | STD ERROR B | F |
|---|---|---|---|---|
| Professor | 12353.75327 | 0.81398 | 474.72400 | 677.198 |
| Assoc. Prof. | 5535.28447 | 0.41421 | 380.50900 | 211.617 |
| Length of Time Since Degree | 253.90664 | 0.32716 | 19.42208 | 170.906 |
| Doctorate | 1523.62501 | 0.10480 | 289.86491 | 27.629 |
| Length of Service | -143.22883 | -0.14924 | 21.79270 | 43.196 |
| Assist. Prof. | 2035.56903 | 0.15057 | 329.30164 | 38.211 |
| SEXX | 760.37851 | 0.05108 | 270.63486 | 7.894 |
| (CONSTANT) | 11618.49843 | | | |

VARIABLES NOT IN THE EQUATION

| VARIABLE | BETA IN | PARTIAL | TOLERANCE | F |
|---|---|---|---|---|
| Age | 0.05386 | 0.06817 | 0.31545 | 3.487 |
| Master's | 0.07743 | 0.07121 | 0.16656 | 3.807 |
| Instructor | 0.03181 | 0.05891 | 0.67535 | 2.602 |

SUMMARY TABLE

| INDEPENDENT VARIABLES | MULTIPLE R | R SQUARE | RSQ CHANGE |
|---|---|---|---|
| Professor | 0.77883 | 0.60657 | 0.60657 |
| Assoc. Professor | 0.86104 | 0.74138 | 0.13481 |
| Length of Time Since Degree | 0.87432 | 0.76443 | 0.02305 |
| Doctorate | 0.88516 | 0.78351 | 0.01908 |
| Length of Service | 0.88923 | 0.79073 | 0.00722 |
| Assist. Professor | 0.89498 | 0.80099 | 0.01026 |
| Sex | 0.89614 | 0.80307 | 0.00208 |

SUMMARY TABLE (CONTINUED)

| INDEPENDENT VARIABLES | SIMPLE R | B | BETA |
|---|---|---|---|
| Professor | 0.77883 | 12344.77009 | 0.81339 |
| Assoc. Professor | 0.06470 | 5652.25311 | 0.42296 |
| Length of Time Since Degree | 0.66831 | 239.87469 | 0.30908 |
| Doctorate | 0.34924 | 2627.29677 | 0.18071 |
| Length of Service | 0.45057 | -160.12713 | -0.16684 |
| Assist. Professor | -0.42112 | 2214.13019 | 0.16378 |
| Sex | 0.34684 | 949.59269 | 0.06379 |

MULTIPLE REGRESSION ANALYSIS
FULL-TIME FACULTY SALARIES - MALE

TABLE 2 VARIABLES IN EQUATION

| | |
|---|---|
| MULTIPLE R | 0.89087 |
| R SQUARE | 0.79365 |
| ADJUSTED R SQUARE | 0.79187 |
| STANDARD ERROR | 2890.40988 |

| ANALYSIS OF VARIANCE | DF | SUM OF SQUARES | MEAN SQUARE | F |
|---|---|---|---|---|
| REGRESSION | 6. | 18572559291.88352 | 3095426548.65408 | 370.51145 |
| RESIDUAL | 578. | 4828883239.28064 | 8354469.27216 | |

| VARIABLE | B | BETA | STD ERROR B | F |
|---|---|---|---|---|
| Professor | 11366.83079 | 0.79796 | 574.87688 | 390.957 |
| Assoc. Prof. | 5110.23057 | 0.38592 | 482.66496 | 112.096 |
| Length of Time Since Degree | 336.16146 | 0.43466 | 24.56104 | 187.328 |
| Length of Service | -0.68984 | -0.21733 | 24.51327 | 66.360 |
| Doctorate | 1715.[illegible]34 | 0.09744 | 380.19850 | 20.368 |
| Assist. Prof. | 1703.[illegible]7165 | 0.11884 | 449.43027 | 14.361 |
| (CONSTANT) | 12247.92758 | | | |

VARIABLES NOT IN THE EQUATION

| VARIABLE | BETA IN | PARTIAL | TOLERANCE | F |
|---|---|---|---|---|
| AGE | 0.03980 | 0.04259 | 0.23634 | 1.049 |
| Masters | 0.05487 | 0.05508 | 0.20796 | 1.756 |
| Instructor | 0.01164 | 0.02282 | 0.79392 | 0.301 |

SUMMARY TABLE

| VARIABLES | MULTIPLE R | R SQUARE | RSQ CHANGE |
|---|---|---|---|
| Professor | 0.78143 | 0.61063 | 0.61063 |
| Assoc. Prof. | 0.84919 | 0.72112 | 0.11050 |
| Length of Time Since Degree | 0.86875 | 0.75473 | 0.03361 |
| Length of Service | 0.88130 | 0.77668 | 0.02195 |
| Doctorate | 0.88799 | 0.78852 | 0.01184 |
| Assist. Prof. | 0.89087 | 0.79365 | 0.00513 |

SUMMARY TABLE (CONTINUED)

| VARIABLES | SIMPLE R | B | BETA |
|---|---|---|---|
| Professor | 0.78143 | 11305.86091 | 0.79368 |
| Assoc. Prof. | -0.05333 | 5125.82419 | 0.38710 |
| Length of Time Since Degree | 0.72374 | 323.34838 | 0.41810 |
| Length of Service | 0.41428 | -209.81810 | -0.22835 |
| Doctorate | 0.23182 | 2609.76648 | 0.14820 |
| Assist. Prof. | -0.47506 | 1735.12060 | 0.12107 |

MULTIPLE REGRESSION ANALYSIS
FULL-TIME FACULTY SALARIES - FEMALE

TABLE 3 VARIABLES IN EQUATION

| | |
|---|---|
| MULTIPLE R | 0.88277 |
| R SQUARE | 0.77928 |
| ADJUSTED R SQUARE | 0.77259 |
| STANDARD ERROR | 1793.58764 |

| ANALYSIS OF VARIANCE | DF | SUM OF SQUARES | MEAN SQUARE | F |
|---|---|---|---|---|
| REGRESSION | 6. | 1862702390.50240 | 310450398.41600 | 96.50438 |
| RESIDUAL | 164. | 527580888.24832 | 3216956.63565 | |

| VARIABLE | B | BETA | STD ERROR B | F |
|---|---|---|---|---|
| Professor | 14369.98352 | 0.58093 | 977.07845 | 216.299 |
| Assoc. Prof. | 5147.92355 | 0.55554 | 496.86590 | 107.346 |
| Assist. Prof. | 2023.76631 | 0.26897 | 355.36901 | 32.431 |
| Age | 44.19311 | 0.10958 | 16.88062 | 6.854 |
| Doctorate | 1281.37241 | 0.17051 | 306.79244 | 17.445 |
| Length of Service | 147.69450 | 0.16524 | 43.10232 | 11.742 |
| (CONSTANT) | 10561.06937 | | | |

VARIABLES NOT IN THE EQUATION

| VARIABLE | BETA IN | PARTIAL | TOLERANCE | F |
|---|---|---|---|---|
| Master's | 0.05879 | 0.05298 | 0.17921 | 0.459 |
| Instructor | 0.10667 | 0.17397 | 0.58706 | 5.087 |
| Length of Time Since Degree | 0.08400 | 0.13414 | 0.56283 | 2.987 |

SUMMARY TABLE

| VARIABLES | MULTIPLE R | R SQUARE | RSQ CHANGE |
|---|---|---|---|
| Professor | 0.54105 | 0.29273 | 0.29273 |
| Assoc. Prof. | 0.78544 | 0.61692 | 0.32419 |
| Assist. Prof. | 0.85409 | 0.72947 | 0.11255 |
| Age | 0.86496 | 0.74816 | 0.01869 |
| Doctorate | 0.87377 | 0.76348 | 0.01532 |
| Length of Service | 0.88277 | 0.77928 | 0.01580 |

SUMMARY TABLE (CONTINUED)

| VARIABLES | SIMPLE R | B | BETA |
|---|---|---|---|
| Professor | 0.54105 | 14525.26104 | 0.58720 |
| Assoc. Prof. | 0.52514 | 5617.09821 | 0.60617 |
| Assist. Prof. | -0.04708 | 2559.43738 | 0.34017 |
| Age | 0.39558 | 25.02818 | 0.06206 |
| Doctorate | 0.39175 | 2597.91731 | 0.34571 |
| Length of Service | 0.45847 | 107.14521 | 0.11987 |

## TABLE 4

NUMBER AND PERCENTAGE OF FULL-TIME FACULTY BY THE LENGTH OF TIME IN CURRENT JOB CLASSIFICATION

| Years | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11-15 | 16-20 | 20+ | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Men (#) | 106 | 93 | 79 | 74 | 54 | 42 | 30 | 30 | 19 | 16 | 20 | 5 | 5 | |
| % of male faculty | 19% | 16% | 14% | 13% | 9% | 7% | 5% | 5% | 3% | 3% | 4% | 1% | 1% | 77% |
| Women (#) | 43 | 26 | 21 | 23 | 15 | 12 | 5 | 6 | 3 | 4 | 10 | 0 | 0 | |
| % of female faculty | 26% | 16% | 13% | 14% | 9% | 7% | 3% | 4% | 2% | 2% | 6% | | | 23% |

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
SURVEY ON THE STATUS OF WOMEN
IN HIGHER EDUCATION

MAJOR RESEARCH FINDINGS
(Figures are for 1975-76 unless otherwise noted.)

Women in Administration

--Though the proportion of women in top-level administrative posts has increased slightly, women are still underrepresented in these positions.

As shown by the figures below, relatively few women occupy the top administrative posts. (Figures for the University of Delaware, 1975-76 are shown in parenthesis.)

| | % of women | % change since 1973-74 | (UD) |
|---|---|---|---|
| President | 6% | NO gain | (0%) |
| Chief academic officer | 12% | 3% increase | (0%) |
| Chief business officer | 5% | NO gain | (0%) |
| Chief development officer | 8% | 2% increase | -- |

--As was true in the 1970 study, more women hold positions as student health director, counselor, librarian, personnel director, and now EEO officer, and other positions related to student services and external affairs.

Women as Deans

--Women hold 18% (UD: 17%) of all deanships but one-third of the institutions have NO women in deanships.

Women as Faculty

--25% (UD: 18%) of full-time faculty are women. This is NO increase from the 1970 national statistic which was also 25%.

--The following data show that women continue to be clustered in the lower professional ranks:

| | % women | (UD) | | % women | (UD) |
|---|---|---|---|---|---|
| full professor | 8% | (2%) | instructor | 49% | (35%) |
| associate professor | 16% | (12%) | lecturer | 37% | |
| assistant professor | 28% | (23%) | non-teaching | 43% | -- |

Tenure

--The number of faculty of both sexes receiving tenure has increased in spite of retrenchment and widespread discussion about abolishing the tenure system.

--The current study shows women hold 16.5% (UD: 8.3%) of all tenured positions, an increase of one-half percent from 1973 to 1976. (UD: shows a decrease of 1% from 1974-76.)

--Women hold 28% of tenured positions in colleges with less than 1,000 students but only 14% (UD: 8.3%) of tenured positions in colleges whose enrollment exceeds 10,000.

--Women outnumber men in part-time positions and as instructors and lecturers. Their upward mobility is limited since few institutions provide tenure for part-time positions or for the two lower ranks. (UD: Part-time instructors are 80% women, part-time lecturers are 75% women.)

Women as Trustees

--The number of institutions without women trustees has dropped from 21% in 1970 to 12% today.

--79% (UD: 91%) of all college trustees are men.

--Women comprise more than half the trustees at only 38% of the women's colleges.

--Women are found as trustees of small, private and women's colleges.

Women in Student Leadership Positions

--Men students continue to predominate in the positions of power and influence -- student body president, student court chairman, and student representative on the Board of Trustees. This is particularly true in the large, public coeducational institutions. (UD: a woman held one out of 11 student government positions in 1975-76, but 6 of 11 in 1976-77.)

--The proportion of women students holding leadership positions increased slightly, but they are clustered in the less influential posts such as residence hall counselor and chairman of community relations.

--Small, private institutions and women's colleges offer women more opportunities for leadership.

Women as Commencement Speakers

--41% of the institutions having outside speakers did not invite a women speaker in the period 1973-76. (UD: Josephine Wexler of Hunter College was the speaker in 1973-74.)

Women as Honorary Degree Recipients

--There has been an increase in the percentage of schools awarding honorary degrees to women in the period 1973-76, with 21% presenting an honorary to at least one woman in each of the years or the period. (UD: did not present any honorary degrees in this period.)

Programs, Services Meeting Needs of Women Students

--It is evident that administrators have responded to demands of feminists for flexibility in class schedules which facilitate entry and re-entry of women students and new courses to meet their needs.

--The study shows a greater proliferation on campus of credit and non-credit courses, lectures, seminars, workshops and movies relating to women. (UD: approximately 50 such programs were held during the period.)

--The study registers a substantial increase since 1970 in the number of institutions offering such programs and services, with women's colleges and large, public coeducational institutions providing the most.

Child Care

--There has been a dramatic increase in the number of institutions offering child care services. Whereas only 5% offered such services in 1970, this study found 33% now provide child care facilities. (UD: provides child care facilities for Continuing Education students only.)

Pregnancy and Other Health Care Policies

--The number of institutions accepting pregnant students in residence halls, providing birth control information and counseling, and granting childbearing leave to faculty women remains high and has increased since the 1970 study. (UD: provides these services to students and grants childbearing leave to faculty women.)

--Most institutions, however, have not adopted the more liberal policies of childbearing leave for men and women and fringe benefits with childbearing leave. (UD: provides childbearing leave without benefits for women only.)

Nepotism

--The number of institutions abondoning antinepotism rules climbed from 65% in 1970 to 74% in 1976. Antinepotism rules are detrimental to married women wanting to teach in the same institution at which their husbands are employed. (UD: policy prohibits a person of a family having any control over salary, evaluation, promotion, etc., of any other family member.)

--In spite of the increase in the number of institutions dicontinuing restrictive employment policies, there was a large drop of about 20% in the institutions employing husband-wife teams.

Shared Appointments

--Colleges are beginning to see the need for shared appointments. This study shows 11% of them offering appointments shared by two persons. (UD: does not.)

Recruitment Procedures

--Word-of-mouth recruitment is giving way to such policies as advertising in journals and newspapers and women on search committees as a result of affirmative action.

## Summary

In 1976-77, the American Association of University Women surveyed 600 four-year colleges to determine the progress that women have made since its earlier status report in 1970 and since the advent of affirmative action and equal opportunity laws. This sample (including the University of Delaware) represents about 31.5% of the 1900 four-year accredited higher education institutions in the U.S.

Major findings were:

-That after six years of affirmative action programs, women showed little or no gain in positions of power and influence on campus.

-That "antagonistic attitudes within the university community are the most significant obstacle to equity for women," along with societal attitudes and economic factors.

-That legislation and commitment of university administrators to programs for women are effective ways to reduce sex discrimination.

-That "while there is evidence that many colleges and universities are attempting to comply with Title IX, especially in the area of athletics, they are slower to adopt programs which prevent recurrence of discrimination.

The AAUW also made several recommendations for remedial action, some of which are already underway at Delaware. This includes the Commission on the Status of Women which has functioned effectively for several years and the newly created post of Special Assistant to the Provost for Women's Affairs which will provide greater focus and direction to the University's pursuit of equity.

The attached pages outline the findings of the AAUW survey. The University of Delaware figures for the same period, 1975-76, have been added to make the survey more relevant.

## AAUW RECOMMENDATIONS FOR REMEDIAL ACTION

AAUW President Dr. Marjorie Bell Chambers will appoint a Blue Ribbon Task Force for Women's Equity, comprised of outstanding leaders in higher eduction, to work with colleges and universities to implement the recommendations of the AAUW national study and to monitor progress.

University administrators, faculty and affirmative action officers attending AAUW's "Equity in Academia" Conference on April 7-9 will be trained in strategies and skills for achieving equity. Sponsored by the AAUW Educational Foundation, the conference opens at 1 p.m. at the Mayflower Hotel in Washington.

The following recommendations will be proposed to conference registrants and to the 959 colleges and universities holding corporate membership in AAUW.

**1. Establish a committee or commission on the status of women responsible to the college president for monitoring, evaluating, and reporting progress in achieving equity for women, and to suggest elimination of policies and practices that act as barriers to equal participation of women.

2. Encourage women to consider administrative jobs and recommend candidates for positions in upper echelons of all university hierarchies.

3. Reevaluate requirements based on the premise that women need prior campus administrative experience to be appointed to top-level administration.

4. Provide financial support and staff for campus facilities, services and programs that help women develop self-identity, evaluate their societal role, and acquire skills for the labor market.

5. Provide financial assistance, career and personal counseling and child care facilities for all campus women.

6. Establish systematic collection of employment data to provide basis for reviewing and analyzing differential treatment.

7. Examine teacher training programs to eliminate all policies, practices, and curriculum materials that perpetuate stereotyping.

8. Initiate workshops, seminars, conferences, and meetings for administrators, faculty, staff and students to broaden and deepen awareness of the problems of sex discrimination. Provide opportunities for participants to:

   ---identify prejudicial attitudes and discriminatory practices by self and others and to determine how to redirect such behavior.
   ---understand federal and state equal opportunity laws and their enforcement from within the institution as an effective method for initiating changes in policies, programs, structures, and practices which can lead to equity for women; and
   ---develop leadership skills to work effectively to bring about desired changes.

**UD has a Commission on the Status of Women appointed by the President.